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THE NATIONAL UNIVERSITY OF LA PLATA

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THE NATIONAL UNIVERSITY OF LA PLATA

REPORT RELATIVE TO ITS FOUNDATION

BY

Dr. Joaquín V. González, 1863 - 1923

SECRETARY TO THE DEPARTMENT OF JUSTICE AND PUBLIC EDUCATION

TRANSLATED BY

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GRAPHICS WORKS OF THE NATIONAL PENITENCIARY

1906

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GRAPHICAL WORKSHOP OF THE NATIONAL PENITENTIARY

THE NEW UNIVERSITY

THE NEW UNIVERSITY [1].

Ladies and Gentlemens:

For some years past I have been observing the manifestations of the life of this city, full of interest and attractives for the simple traveller, as well as all those who study mankind from the point of view of its biological and organic laws. Formed in a day, by means of an original and vigorous effort in the midst of our historical vicissitudes, it presented the insoluble problem of its population, that of filling the enormous frame formed at the commencement by its creator. Its citizens could not come up out of the ground, as in the old legend of the warriors to enliven its avenues and to resound with its noisy youth. However, by means of a social law curious transformations in the transplanted mass commenced to be realised, and this law is that of the cohesion of distinct elements brought about by the force of assimilation,

(1) Lecture by H. E the Minister of Justice & Public Education,, Dr. Joaquin V. Gonzalez, given in the Public Library of the City of La Plata, the 28th May, 1905, on the inauguration of the «Sunday Leetures», given in the Library during the season.

contained in every part of the earth, which, like a misterious magnet becomes its soul and the secret virtue of its growth and perpetuity. The population brought from other regions of the country should take certain forms and colours of their own on being submitted to the influence of the place itself, the sky, and the sociability, as under the heat of a new sun the characters and the colours of exotic vegetation become modified. In less than a quarter of a century this social nucleus has acquired certain characteristics of its own, produced by the economic action, continued coexistence, and the persistent labour of the intellectual forces, isolated or collective, which have followed it, or which have been brought forth within it. The schools, publicity, and the influence brought to bear by the educated men that political life attracted within its walls, and lastly, the inevitable diffusion of knowledge brought about, even in its quiet existence, by the scientific institutions erected here like remote promises of a great civilisation of its own. I will refer later on to the Museum, to the Astronomical Observatory and to other scientific institutions; but for the moment I only desire to refer to the building in which we are at present, one which has not remained as an immovable and dead deposit of books, like a treasure received from former generations, but rather has received a modern soul which

gives life to its books, brings them nearer the people, and causes them to reflect outwards the light of science, by means of this new custom of lectures, which moreover carries out the wishes for university extension, of which it is the fruitful focus. It is perhaps a novelty, (as we wish to discuss new things at present), to see a National Minister in this celebrated lecturer's pulpit, because the weight of the routine and of the formulism which prevent to such an extent a real insight into modern life, must prevent a clear idea being formed as to the meaning of this act of mine, by means of which I only desire to offer my sincere and simple tribute to the common labour commenced here, to connect therewith the educational programme of the Government of the Republic, as well as to reveal that this may be considered as a struggle of ideas, an intellectual tournament, where open debate and careful observation have to accumulate for the future indestructible elements of real prosperity. Without doubt, the time has arrived that active statesmen abandon the embarassing rigidity and the difficult ceremonies and official liturgies in order to mix themselves up in the daily struggle, procuring themselves vivifying stimulus from this common source that offers such in order to impress on the ideals and common interests, that form the life of the great nations, the higher directions of the States' thought.

Modern Society has lost all contemplative aspect, and converted itself into an immense field of germination and struggle, of eliminations and successive creations which form the vast spectacle of university life, from the far and eternal stars down to the leaves and the stone. Today men cannot isolate themselves in order to live in imagination a distinct and eccentric existence, because the nucleus continues its incessant movement, whilst the dispersed atoms become crystalised, cold, and die in the sterility of a regressive inertness. In its evolution during centuries, the human race has changed in its forms and manners and the knowledge of the most permanent laws of history has enabled us to verify phenomena which the old times did not reveal or wich the wise men did not perceive. Education and the systematic study in schools, should be carried out under the fundamental principles; and in the same manner as the observatory studies without interruption the movements of the celestial bodies and the generating forces of the phyisical world, so philosophical investigation or criticism studies and follows the development of the ideas and social forces, in order to discover their laws and their most constant methods: and both, in harmonious co-relation present the same problem; the happiness of mandkind during its material passage through life.

For this reason, the old imaginative systems

have everywhere ceded their place to the experimental and positive methods, as much in relation with the material as well as with the ideal world. The eminent professor Sadler said not long ago in the sociological Society of London that «The intellectual system that gave an excessive value to mere verbal instruction, offered to numerous classes of an elemental grade, is now practically bankrupt. On the other hand the contrary system finds that the doctrines already formulated, on which it was implicitly based, have lost their early idea of exactitude, and that the old social system is almost dissolved by the influence of the industrial revolution». The result of the struggle of these ancient and modern ideas is a fortunate event for the education of our times. It is evident that the latter cannot ramain indifferent, tied up in its traditional armour, whilst at the same time a different and active life is seething around it, surrounding it with its atmosphere and in spite of it, dragging it in its currents. Moreover the school, like every institution destined to cultivate qualities and ethnological elements of our actual society cannot remain exotic, nor pretend to exercise its influence from the outside of the mechanism subject to its own direction.

If we remember that civilisation is transformed by the effect of the greater accumulation of the phenomena of life, we have no right to

maintain immovable its most efficacious agent, Education. This fact, which is imposed on the elder nations, is much more imperious on the new ones, like the American, where the old sediments of centuries disappear, and which are characterised by the easy assimilation of every novelty. The same educator before cited, referring to his own country, declares that «the political instinct of the english people, always sensitive to new dangers and advantages, is carrying us towards a more rigorous organisation in industry, commerce and society. Therefrom, results a change in the educational ideas of England, through the modification of the methods and in the sense of social uniformity and a greater collective efficiency. «These phenomena, which produce such changes in the scholastic politics of the old nationalities, are not wanting in their echo in America, where the human mass, numerous and adventurous, and wanting in basis of its own, assumes unforeseen forms.

Undoubtedly, the least suitable method to respond to these necessities, is the intellectual, imaginative, or artificial method of the fixed rules. Science, understanding as such the scientific method in the spheres of knowledge and of study, claims its jurisdiction, and always represents the necessity of observing the permanentor temporary law of the social fact, as is to be seen in the succession of material facts. She shows,

or rather reveals the substantial correlation that exists between an and the group to which he belongs, or with which he is incorporated either by attraction or absorption, and no imaginative or intellectual conjecture can by mere negation really destroy it.

And here is the history of the struggle between the two systems, commenced when the philosophical lights of the greek heavens were put out, in order to give way to the christian luminaries, which were soon veiled by theological clouds, that only began to be dissipated towards the end of the eighteenth century.

The results of a teaching, ignoring these important relations of cohesion and affinity, would be the most deplorable anarchy, and in practise this system would form excentric generations, useless for struggle, work, or action, a sort of perpetual exiles from their social or political sphere, and from a scientific point of view, a caste of dreamers, or eternal non-comprehended personages, that either elect misery and its extreme solutions, or fall into the still poorer servitude of the forced abdication of their ideals or utopias.

Nevertheless, the problem of modern education is not an insoluble problem, from the point of view of the actual Colleges, and more particularly of those, which under the title of «classic», aspire by means of their badly com-

prehended programme, to the exclusion of everything foreign to their creed.

They forget an historical law, as simple as indestructible, which causes it to pass that the new generations receive, like an inconscious legacy, an invisible alluvium, or an organic growth, all the truths that in the past may not have been destroyed, which are incorporated and exist in the scholastic systems of the new epochs, without necessity of dogmatic sanction, and solely due to the law of the integrity of each scientific subject.

Thus, all the ancient truths or doctrines which as such gave life to the thought and investigation of the others, in the endless task of intelligence, become converted by their survival and by right of truth into present elements, and only a slow and experimental transformation could expel them from the ground they have acquired.

Moreover, much of the influence of those ancient systems or principles are already incorporated to the collective physycology of such nations as practised them, and worked upon their organism, because the modern system suppresses their enunciation or dogmatical instruction. Systems and methods, relative to history, are like the scaffolding of an architectural structure; once the building is finisl-hed, the scaffolding disappears. Alone remain, and last, even more than the building itself,

the scientific laws of equilibrium, and the resistance or beauty which give duration, and attract the admiration of the world.

Far from me is the vulgar suggestion of a repudiation of the old universitary institutions, which rocked the cradle of the Argentine intellectual culture, as well as in other parts of America. They could not have been more than they were, nor give other fruits than those from their own sap; and nevertheless, here is evident the injustice of the anterior supposition, these Institutions realised extraordinary benefits for the cause of civilisation and future liberty. They dedicated themselves to the cult of antiquity, in Science, Literature and History, even through the commentaries of the middle ages, which last until the dawn of the nineteenth century, and which left us the classic spirit of the high greek culture and latin spirit, whose essence, in spite of scholastic and rhetoric hindrances takes root in virgin ground, as well as the spirit of republican liberty, which heated the roman atmosphere, and impregnated with christian justice the monumental Codes of common law, gives life to the timid efforts of a new race, and afterwards inspires its public acts, and the legislative and political documents of the Revolution, the writings of its propagandists, the sacred and profane discourses of its tribunes, the songs of its poets, who, in the midst of their rigid imi-

tative style, cultivate the strong passion of liberty, and the republican virtue, existent in Tito Livio, Tacito and Salustio as well as in Cicero, Horacio, and Juvenal. The lessons of moral philosophy, given in Chuquisaca, and Cordoba, and later on in San Carlos, Buenos Ayres, with their iron-bound scholastic dogma transmit to the epoch, as an example, more suggestive than the dogma itself, the ancient tradition of those immortal truths, which afterwards manifest themselves in the Council of May, in the Assembly of 1813, in the Congress of Tucuman, in the Constitutions of 1819 and 1826, and in the Constitutional Assembly of 1853.

The two famous Universities of the Republic, which up to the present time have fed the flame of higher study, and have renewed it in proportion, following closely the transformations of science of the world, have taken deep root in the character and institutional customs of this country, and no new force, however violent and seducing could throw them from the pedestal they have acquired.

Neither do they require to change their spirit nor violently modify their system nor mode of development; the collective work of the national higher culture requires their influence, and cannot prescind of these higher directive forces; moreover, because the national existence is not exclusively to be found on the

universitarian benches, nor within the ideas of social selection in witch they live, and act on the different classes of society; their vast territorial extension, the variability of their nature and the increasing affluence of new blood, which augments the native current, indicate new direction to our higher education, which reclaim those details of real life, most intimately vinculated whith practical and experimental Science, which dedicate themselves to the investigation of social and physical existence.

Moreover, their permanent mission has not ended, but follows out its natural and ever increasing development, performing its part in the work of education, which no other Institution can take away, and thus they contribute to the marking of the different nature of the teaching in the respective grades and specialities.

I have referred to universitarian differentiation, and it is necessary that I should distinguish it from other points already referred to by me of the profund law of Spencer, in what related to the secondary and normal instruction.

If the law of differentiation commences in the individual and formless character of each child, it does also not detain itself in the vastest universitarian organisations this is really the law of the Universe and rules in all scholastic organism, that proposes to study the life of such beings, which in visible or latent form give it

life. With even more reason, in a country so vast as ours', in which all the climaterological, geological, and ethnical varieties are manifested in a material and historical form, the Universities destined to elaborate amongst themselves, a national type of culture, cannot ignore this fundamental characteristic of Argentine Society, and even less attempt to maintain an uniformity, which is completely contradictory and incompatible with the real conditions of the country.

However extensive may be the sphere of moral action of an Institution of this nature, it can never monopolise the juvenile forces of the entire Nation; and it would not be convenient that such should take place, not only owing to its financial result, but also because the intellectual and moral selection that should be carried out in the collective mind of the nation, is not conciliable with the idea of an excessive attendance at the classes.

The work of teaching is daily more personal and specific, and as the nations can dedicate greater ressources to instruction, the reform in the direction of limiting the number of pupils, in order te obtain a better result, and selection, will be imposed daily, as the ideal conquest of scientific method.

The Universities are, however, the syntesis of the Nation itself, in all the varied details of its constitutive elements. and although li-

berty be the soul of its method and investigations, none the less can they prescind of reflecting the life of the country, carry out its destinies, and form its population according to the nature of the institutions that govern it.

These institutions are not the result of an arbitrary agreement, but rather of a long and painful historical process, in which have intervened the nature, hereditary characteristics, and the accidental circumstances of its formation and growth.

Territorial differences, and its social, ethnological, and economical aspects, have been manifested in the different evolutions of its political development, which each local Constitution has endeavoured to adopt as rules for its existence, and the basis of permanent equilibrium; moreover, the federalism of the Constitution is an inherent part of a nation itself, which far from being contrary to the intentions and to the work of instruction, should be studied and investigated in order to discover its most intimate details, and thus consolidate it in the collective conscience of the people, because this intimate harmony between form and character, only results from lasting constitutions which if they are never perfect can however during a very long time maintain the progressive peace of political bodies. A natural or social federalism should be the basis of all written constitutions; and if the Universities are to aid the

consolidation of the institutions, as a formula of peace and of legal order, they should have the same foundation as that of the Constitution of the State; each one of them should have its own statute, with its own characteristics and the latter will reveal such local differences as have been produced by the different political bodies of national Federalism. If this system of differenciation were not only rendered necessary by its fruitfulness in scientific results, it would have been inevitable considering it in relation with the future of the institutions of the nation, in another still more important sense; the partial growth of the different regions of the country, their practical autonomy foundation of their politics, the formation of their own collective personalities, with their own will, and strength to carry out their own destinies as well as to increase discreetly and efficaciously, the common treasure of the qualities, virtues and strength of all the Republic. In this manner, every University will be the intellectual metropolis of a district, and its dominion will be more extensive in relation to its legitimate influence, proceeding from its scholastic and scientific prestige, which it may have obtained by continual labour; on the other hand the district, province, or group of Provinces, bound together by a common universitarian institution, will acquire, by the sole fact of the permanency of such higher studies

amongst them, a distinct political representation, and will realise a sort of moral ascendency over the rest.

Out of this movement and the interchange of intellectual influence between the different regions, necessarily alternative, will be forthcoming another kind of progress for the Nation, the only real and indestructible one, formed by the union and aid of partial prosperity, revealed by the wealth of production and social vitality of each Province.

In the history of our cities, a different system from that which I will call «natural» has prevailed, and it is that which commences by the accumulation of population in the cities in order to spread itself out afterwards over the country districts, which produce it, feed it, and enrich it. Almost all these towns were the results of the strategic requirements of the war of conquest, and at the commencement were military forts, being afterwards changed by a slow process of evolution, into centres of economical and political life. Before the notion of independence or economical autonomy was brought forth, the custom of political artifice existed in the little communal Republic, whose passions and intrigues produced fanatic struggles of pride and personal dominion, leaving the lands uncultivated, with their wild cattle and spontaneous production to perpetuate themselves through droughts, or in sterility; and when

the intermittent or exotic effort improvised an oasis of artificial wealth, the political net, like an invincible parasite, exhausted by means of injustice the enthusiasm of the agriculturist, and by his abandonment the fertility of the soil. Consequently the country districts were the results of the cities, instead of the cities being a result, a condensation, or the representative focus of organic wealth distributed, manifesting its desire of social cohesion under the form of cities. The direct phenomenon of condensation can only be noted during the modern period, of the cultivation of the ground, of the breeding of cattle, and of the occupation of the land, before uncared for by its owners or in the possession of the indians, and of the local industries; and signs of evident preeminence could have been observed in such towns as had become centres for agricultural production, of transforming industries, or of vast commercial transactions. This law of condensation has even been carried out sometimes in the old cities themselves, giving them new life or producing in the open prairie or on virgin ground, towns of wonderful attraction and growth.

The modern universities must take into consideration the history of the country itself, and adopt their system of instruction according to such; following the same process of evolution, and re-establishing the normality in their fu-

ture development, because, as Eliot observes «They are the most lasting artificial institutions in the world», and they should endeavour to procure that the national spirit be fortified and incessantly renewed in their cloisters, so that in all time such like can be found there, even when often interrupted in the intermittency of general existence. They should also be in harmony with the geographical aspect and ethnological modality of the community in the midst of which they exist. In this respect, we should not forget an inevitable social law, that of growth and separation, which is manifest especially in the formation of nations, and according to which every primitive nucleus ingrowing tends to disintegration and to increase. Thus the old and extensive empires, fruits of conquest, and the modern nations resulting from spontaneous for forced agreements, are changed into others smaller and more consistent, which also bear within themselves the germ of future division. The fomentation of the collective soul by means of education and by means of a national sentiment, forms the conscience of common destiny, revealed in the conditions of existence, and prevents the centrifugal forces which tend towards dispersion, being counterbalanced by the powerful attractions of such causes. The immediate motives of the disintegration of nations, are secondary, compared with those profound natural laws, the

military power, diplomatic tact, and the will of the people, which are thus always the agents, the unconscious instruments by whose means these formulas of universal dynamics are carried out. This great and rich province which during a time constituted a state by itself, during a momentary secession, is the natural seat for a central university, to unite and strengthen its social force, which if left to its own inertness would tend to an inevitable dispersion and breaking up. The number and importance of its cities, each one of them situated in the centre of a geographical region, is a fact which should be noted by scientific observation. They grow and become civilised day by day by means of their own and outside influences, and tend to widen around them the zone of their exclusive and legitimate attraction, until they constitute their natural monopoly of sphere and of action. If, according to the rule formulated by the actual President of Harvard, «An university exercises an unifying influence over social division», that which is about to be established and grow in the City of La Plata, the legal centre of the political life of this Province, will be that which will counteract the dissolvent effects the social and economical development of each one of its districts, under the influence of a great city. Bahía Blanca, Dolores, Chivilcoy, Mercedes, and San Nicolás will be obliged to look morally and politically towards this central focus, but

they will only do so, when compelled by forces superior to their own, and these are only to be found in the lofty regions of intelligence that the University maintains and directs.

The latter will open its generous and disinterested hearth, abundant in all imperishable riches, to the chosen intelligences from all its social centres drawing its pupils from all the vast territory, «From the North, From the South, From the East and from the West and can be sure of containing representatives of all political colours», as from all different districts, which in the common existence of study with a common life continued under one sole direction with a similar aspiration of science, art, and different patriotic objects, and thus they will blend together in an unbreakable type the initial different characters, in order to produce the sole type of common sociability. My audience knows better than I do the history of this city which to-day has kindly received me; by the artificial force of the constitution, and of the laws she is the Capital of the Province of Buenos Aires, Here reside the higher authorities of Government, and by different means of communication her commands are transmitted to her frontiers. Nevertheless, an intimate sentiment warns all her dwellers that something is wantiny for her to become the real capital; that neither the accumulation of population, her fine monuments, and splendid avenues, the quietness of her existence

and her agreeable atmosphere, in themselves so suggestive, are not sufficient to give her all the domination that she requires to really call herself the real and effective capital, the head, and director of the group of towns that localise, discentralise, and spread provincial culture, the wealth and the strength of civilising attraction towards the other Provinces and foreign immigration. Thus, it not being possible to take away from its towns the economical vitality so plentiful therein, it can only aspire to be their intellectual guide, and central focus of culture, by means of the centralisation of universitarian studies which will give it the intellectual and political preeminence. And La Plata will be in fact an University City, as perhaps it already is in the popular mind.

As this qualification must be justified by the existence in its centre of a great University, and this is naturally of an expansive and universal nature, it is not an impossible patriotic dream to hope that it may extend its influence to the frontiers of our country, seeking race affinities and political similarities, eseay to comprehend. Science, although it may have temples and priests in restricted regions, is universal in its spirit and effects, and pilgrims from the vastest continents come to seek purification in its crystaline waters, or saving knowledge in its books, made sacred by the science of centuries, accumulated in its pro-

fessors and masters. The new University will reflect the present state of the scientific culture of mankind, and in none of its teachings will it be foreign to the aspirations of the spirit of our race, of our Continent, and of our famely of American nations; it will be an University of the present epoch, and this implies that it will serve the modern current of thought.

On an other occasion I have said that the National University that should be established in La Plata should be a «scientific University», and I want to justify this title, given with all knowledge, because it seems to be a redundancy.

But it is not so, because the nature of the old methods is ante-scientific, even if teaching science, and is chiefly classic, in its dominant preoccupations, which tend towards the old systems, of imagination or verbality, and endeavour to preserve their tradtional dogmatic organisation, without taking account of the changes or transformations which all science has suffered in these times, under the power of scientific methods.

Eliot himself says that «in the real University we should take care that there be an uniformity of spirit even if the studies be diverse; to-day there is no difference between the method of study of the philologist and of the naturalist or between that of the physycologist and the physiologist; the students of his-

tory and of natural history, of physics and metaphysics, of literature and fine Arts, should note that although their spheres of investigation are apart, yet the methods and spirit are identical.

This unity of method characterises the real University and partly justifies its name»; the spirit of science vivifies and harmonises the dispersed departments, apparently not similar antinomous, carrying out in the common receptacle of intelligence, a fusion and mixture, that on the other hand, really exists, as no other branch of science, however positive, is without relationships of intimate suggestion and association with those most abstract and undefined.

Moreover, this should be an experimental University, with ample diffusion of the ideas and truths acquired, amongst the popular mind, which at all times will maintain the bonds of affection towards the Alma Mater of so many common ideals.

And the interest of Society in her will be strengthened by the practical utility to be found in her experience, relative to facts, things or phenomena in direct relation with the life and requirements of the different regions of the country, finding in the laboratories and Museums, the explanation, counsel, and exact knowledge that guides and encourages fruitful work. We should not limit ourselves to the systematic

forms and divisions of the ancient institutions, erected on the basis of jurisprudence, medicine, science and literature, because if we desire it to be an expression of the scientific life of modern times, it should reflect their multiplicity and variety. Its experimental nature is also manifested by the present character of the Institutes destined to form it, and which in summary, form a real Universitary synopsis:

1. Natural Science, paleonthology, archeology, biology, philology, chemistry and physics, together with the experimental treasures of the Museum;
2. Astronomical science, with the Observatory;
3. Agricultural and veterinary science, with the material accumulated, and its experimental grounds;
4. Legal and social Science;
5. Pedagogical science;
6. Philosophy and Literature;
7. Modern University Extension;
8. Secundary and preparatory studies, in schools and normal colleges, in combination with the great Institute, as the germ and experimental field at the same time, because as they communicate their knowledge, they serve as a sphere for practise of the future professors of the Faculty of Pedagogics, included in the fundamental plan.

9° Professional and practical schools adjoined, like limited applications of the high scientific subjects to the necessities of life, which are fortified thereby.

The legislator who may call into existence this University should only classify and put in order the existing elements, and smooth out the apparent differences, by elimination simplifying what may be included or escluded amongst them, ordain the corelation of the diverse subjects, form an administrative and scholastic government, to maintain the activity of the work and investigation, in order to prevent the decay of the initial spirit, and the perpetual spirit of Science, and to sustain the currant of sympathy and social help to the Institute, knowing how to maintain its interest; and finally, to insure for its professors the requisite liberty of investigation and method. Every incorporated school shall work out its part in the collective culture; and on entering on the task and in action, the universitarian spirit shall reveal itself in the higher tendencies, scientific precision and moral correctness presiding over all its work, polishing and beautifying them.

This same fact occurs in one of the greatest and most celebrated Universities of North America, that of Harvard, like in La Plata, without any intention, but as the result of similar conditions. The apparent difference of nature between the institutes and educations suggests

the idea of the impossibility of the higher unification of the universitary spirit, diverted in the channels of schools of theology, law, medicine, odontology, veterinary science, and agriculture, and notwithstanding the moral impression stamped on the mind of the pupils by the instruction, has made itslef felt in the highest state problems during the two centuries of its existence.

On the other hand, it may happen that Universities of a strict doctrinal cohesion be wanting in a real scientific spirit, and for this reason do not realise the finest part of their mission in the midst of the society in the midst of which they exist. This is the law of unity by means of diversity, which appears to show how uniformity sterilizes and degenerates, whilst differentiation strenghens and upraises the qualities of all subject thereto.

This work of social unification carried out by the Universities is not the work of a day; nor of any single department of Science; it is the result of the gradual development of studies, in the community of life, in the elevation of principles, in the affection, conduct and justice of the professors, and in that age, of the dangerous transition from childhood to adolescence, when the heart is open with all its energies to the impulses and influences most generous and manly, whether proceeding from the social or scholastic sphere, or from the teaching and

examples given from study, or from antiquity, from the spirit of the institutions, from the charms of science or the seductions of art. The system, continued from the University College, carries out in the soul of youth a supreme conciliation between other two orders, in appearance antagonistic, that of science so-called, and that of classics, which in the vulgar mind appear to live in a continual struggle of extermination or exclusion.

The cultivation of science raises the mind to such an extent that it does not interest itself in transitory aspects, as all the different forms of the ideal find a place for their cultivation; and thus a writer explains the appearance of exceptional types amongst human beings, the scientific specialists, whose love for knowledge and truth, and whose intensity of observation and experience, carry them away from the actual life, and purify them in the silent contemplation of the phenomena not understood, and of the invisible laws of nature; and in this way are identified by investigation of truth, the naturalist, the mathematician, the philosopher, and the poet, who drink from the same source, and obtain the advantages of superior ideals and high virtues.

A rational plan of secundary studies will be the firmest base for the University and when I say a «rational plan», I refer to one founded on scientific laws of the intellectual development

of the Nation that adopts it; taking into consideration the ideas and aspirations of the times, without forgetting the inheritance accumulated from previous generations, it should look forwards towards the future.

The Argentine National College, or the college teaching, should already be distinguished by the double tendency; the modern, for the great mass of the educated and working class, which produces the wealth, and constitutes the social and civic collective force; and the classic, restricted and select, that looks towards the high liberal professions, and that tends to form the directive spirits, not with a pre-conceived intention, nor by privilege, but by a process of natural selection, that its educational method realises in its own development.

Here we find a successful enterprise of the older men, which other countries, of more experience preserve up to now, throughout the centuries; the University College of Cordoba, in connection with the University of San Carlos, even in material details, including the massive door through which two intellectual currents communicated, the youths that go from Montserrat to seek the lessons and example of the savants in the cloisters of Trejo and Sanabria, and that of the University students and professors, who could not abandon the secundary classes, in which they had formed lasting affections, and where they had discovered the first

paths of science in those days, initiations of unknown importance.

In the already extensive educational system of the Nation, if on the one hand, it is not possible to mix in one programme what is modern and classic, making both carry out an obligatory task, it is necessary to separate and improve the classic studies, required by such as are inclined to accept their select discipline, or such as, attracted by universitarian studies, require an intense classical preparation. In each University of the Republic, Buenos Aires, Cordoba and La Plata, a secundary College should be incorporated therewith, and be governed by its laws, and submit to its discipline, and without losing its general modern character; it can adopt classic studies for such as prefer them by vocation or through selection. Moreover, an obligatory classical system for all the Republic, at the present time, when she scarcely has passed through half a century of orderly existence, and when she is still struggling to establish on a firm basis the economical and political phenomena, when as yet her institutional regime is not consolidated, and the nationality is still under way towards its definite form, it would be a political error of serious consequences, and to be sincere I might say that it would be madness to adopt such a system.

Not long ago, in the University of Paris,

Mr. Gustave Lanson said, «the necessity of further knowledge imposes itself on all spirits under our present civilisation. Modern life becomes more complicated day by day; and there is no profession that does not require less routine, and more exact knowledge and methodic application, than formerly. In order to place oneself in conditions to acquire this technical education, to-day necessary, even for the vine-grower and workman, it is necessary to acquire in the school and in the college, a greater quantity of positive knowledge and to assimilate them well. The exactness of positive knowledge is one of the conditions of scientific work. It is necessary, from college, to accustom the mind to appreciate exact knowledge, and to prefer the «fact» observed, and the proved statistics, to the general hypothetic idea, and to the brilliant spiritual construction; for this reason we substitute to-day in place of the ancient and rigid type of secundary education, the more recent «duality», and the modern or chiefly scientific, and the classic, or principally literary. But if in France, or in any other nation of her importance, it is possible to carry out this double system in equal proportions, amongst us it is at present a dream, and the only thing possible is the creation of a few, but real classical schools, in which not only aspirations of this nature can be realised, but which will also allow the Universities to prepare their own

candidates, in order afterwards to assimilate them to the higher culture of Science or of Literature.

Moreover, one month after the Executive Power had dictated the new plan of studies, of the 4th March of this year, Mr. Louis Liard, the eminent educator and scholastic writer, put forth his ideas relative to the scientific basis of secundary studies, and said, as if coinciding with the Argentine plan, that «the new programmes of study have definitely given to the sciences their real function in secondary education, because in future they will be, not only simple subjects for examination and competition, but also instruments of culture. It is true that Literature is contained therein, and will remain as in the past, as proved educators, which it would not be possible to replace. But in the sphere of positive Science, more results are expected therefrom than formerly, in the formation of the mind».

The decree of the 4 th of March, relative to programme added what this eminent authority afterwards declared; «in themselves all programmes, even the best, are little more than indifferent; they are only of use as an indication, limit or to point out the direction; what is of value is the teacher, and in the teacher, his method».

As a fact the study of the sciences in a secundary plan of education, can not be an ex-

ception, or be accomodated in an isolated manner in some grade of the scholastic programme; if they are to be «instruments of culture» and to aid in the formation of a national character and type, they must accompany the spirit in all the phases of its evolution, in order to enlighten the path, and provide food for the journey, and the study of literature can aid them in their intense observations, and procure enthusiasm and impulse. This simultaneous development is realised in the modern college by means of the corelation of the different forms of instruction in a sort of «cycle», as it is called by the specialists, which allows of the simplification of the task of education, through the reciprocal influence of the subjects studied in the intelligençe, leaving space and time to extend the instruction to the study, so uncared for up to now, of the study of physical Nature.

An University in so complete a form as that we will form in this city, will render possible, in all its amplitude, this simultaneous form of education; as the scholar of secundary studies will have access, as pupil of the same house, to the Museums, Libraries, observatories, and experimental grounds of the Faculties, and thus, when he arrives at their classes, he will be familiarised with them, and the deepest theories, formulas or observations, will not surprise him, because in the University life and atmosphere, in which six years of youth have been

passed, will have effected a great part of the preparatory task.

La Plata will have the honour of containing within its bounds the most perfect type of College that it is possible to imagine to-day, because it has the advantage of the experience of centuries of other countries, and also our own.

The ancient english universitarian College, whose model can be seen in Harrow or Eton, having abandoned the philosophy and methods of the fifteenth century, transformed and purified in the evolution of a vigourous and healthy race, impose to-day, their model on all those of their nationality, and provoke imitation from abroad, as may be seen in Roches and in Normandy.

Sons of the same forebears were the High College (Colegio Maximo), afterwards the University of Cordoba of Tucuman, and of Montserrat, which still lasts, and was formed in a more modern style, in 1878. I have already referred to its influence on the generation of the Independence, and it is not difficult to understand how little is wanting to return to it its primitive importance, as a prodigal son returns to the family hearth, abandoned, even owing to others' faults. The free boarding system, is the complement of the plan, and thereto are attributed more educational virtues, than to the direct action of principles and education.

If we have said that this institution of La Plata will be a «model college», it is because we have comprehended that it might extend its influence still further, and impose its forms and general methods on others that later on might be built with the same tendencies; the new boarding school, with the aid of the infinite resources of our present existence, of comfort and hygiene, and by the transformation of the ideas and customs, again has the preeminence in secundary education, and after the dispersion and evident degeneration of the bonds of discipline and order, owing to diverse causes brought about in the Republic, we feel it necessary to revert to the old regime, as far as its good parts are concerned, easily leaving on one side the serious defects that caused its abolition.

On these new bases we have studied the organisation of the Secundary College in the International Pedagogical Congress of San Louis, (U. S. A.) where the most celebrated educators of the world have spoken, giving their opinions; and Mr. Casey Thomas called attention to its social results, declaring that «the english college for boys is unique amongst the institutions onf the world, and its most select product» «the gentleman», prepared amongst his equals, for political and social life, forms the ideal and the admiration of other nation». He added, «in the two cities of Oxford and

Cambridge, isolated from the exterior world, between green meadows and middle-age buildings, of wonderful beauty and charm, they have carried out this educational process during hundreds of years, and have produced men of thought and of action, who have guided the destinies of the english speaking race». A very easily understood public sentiment in this young Argentine Capital, has foreseen already its scholastic and universitary future, and as shortly we shall commence to dig foundations that will last for centuries, our imagination can stretch itself, and contemplate the admirable whole of literary and scientific institutions, dominating the city, proud of their possession, and in which the noise of youth and the silence of tohught, alternate in fruitful and brotherly harmony, for the glory of our country and honour of our forefathers.

The parks, and the avenues, the river and the meadow, the architectural beauties and the treasures of science and art of its museums, to which from all parts of the country will come all such who desire to dedicate themselves te the study of our new society, of our soil with its scientific and industrial riches to a great extent ignored, and in which the noble fever of exploration will realise important discoveries, all such and to the attraction lent by our southern heavens, decorated since the commencement of all time by the Southern Cross, which seems to

be a prophetic symbol for our race in the hemisphere lightned by it; and finally, in the permanent current which without ceasing carries peoples from one climate to another, this city with its higher and practical educational institutions, will, with the others of the Republic, contribute to satisfy in this part of the earth the thirst for knowledge, for wealth, and for happiness which in history move the human tides.

Ladies and Gentlemen:

It was my intention, and I believe it is also the rule of these lectures, to offer a free and spontaneous idea respecting those problems which are most interesting to the existence of the Republic. I have perhaps taken too much advantage of your benevolent attention, troubling it with dissertations without strict unity, and perhaps excessively abstract; but in so doing I answer to my temperament and spirit, as well as to the special circumstances, as I have written and spoken on these matters on so many different forms, that now I can scarcely maintain the indispensable corelation of my own reasoning. In this idea, which is an idea of State, I have involved all my soul as a citizen, and if I may be allowed to say so, my vision as a statesman. I hold the firm conviction that this project will strengthen the future of this city, as well as those of the great and rich Province of Buenos Aires that becoming again

possessor of the Capital that she ceded to the Republic, on a critical day of our internal history, she will again show that high intellectual power that has made of her a luminous guide for our national life and institutions, since the year 1810. On the other hand, the Nation, reconstructed and consolidated in its organic integrity, thinks to-day of corresponding to this noble and patriotic donation and erecting amongst its beautiful monuments the building of the National College, and the coat of arms of a new University with an ample future before it, inaugurating a new era of incalculable moral and material wealth, in order to remain as she always has been, a focus of culture and wealth and a model for the progress of the rest of the Nation, where together, the other Provinces can develop themselves in a definite and irrevocable spirit of union and co-existence.

This will not be however, the last time that we shall discuss these matters. For some time past my thoughts have been wandering through this city, as if looking for a home, and perhaps it is such that we are going to raise for all spirits, which during this pilgrimage of life only find repose in the solitary valleys of Science. In the heat of the struggle, and in the temporary disillusions of hard days, in the inevitable sadness which afflicts us daily, the company of our favourite books and masters takes us away from reality, and shuts us up

in the hortus conclusus of ideal things and of the deepest affection. I must confess that they have always animated me and stimulated me in the work that I have undertaken for my country, which does not only depend on the high political positions to which, without merit, I have been called, because my spirit inclines itself with irresistíble force towards meditation, and often in public action, which is rapid and positive, I have forgotten these qualities of the speach or the written document, delaying with them, as if I found myself alone with my books or my Yes, for some time since my spirit wanders through these streets, visits these silent institutes in which they study the heavens or investigate the antiquity of our primitive race, and amongst its shady avenues dreams of a future city, that will overflow with delight and patriotic songs and will evoke the already ancient shades of the founders of the Republic. All my dedication and energy will belong to the project of this new University, which if it comes forth from the parliamentary debates in the same way as it has been projected in better drawn up projects than this, you can be sure that we have completed the personality of the Province of Buenos Aires, and laid the foundations of its future greatness, which will reflect honour and glory on the whole Argentine Nation.

MESSAGE AND PROJECTED LAW

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Buenos Aires, 15th August, 1905.

To the Honourable Members of the National Congress.

I have the honour to place before you the adjoined project of law ratifying the agreement «ad referendum» signed by the National Executive Power and that of the Province of Buenos Ayres, for the establishment in the City of La Plata of a new national University on the basis of the different scientific institutions existent there, and under the conditions given in the document referred to, and of the special Report that the Department of Education has remitted to the Governor of that Province, under date of the 12th February of this year.

It is known by everybody in this country that there exist in the Capital of the Province, since a short period subsequent to its foundation, several institutions of an universitarian nature, that for diverse reasons have not attained

a sufficient stage of development such as desired by the founders thereof, and that, in spite of the rich installations they possess of collections, instruments, apparati, laboratories, cabinets, and different materials, and in spite of the extension and splendour of the buildings in which they are installed. These institutions are the following:—

I. The Museum of Natural and Anthropological Science.

2. The Astronomical Observatory.

3. The Faculty of Agronomical & Veterinary Science.

4. The Technical School of Santa Catalina.

Moreover, the Government of the Province established, according to the law of the 2d of January, 1890, an university nucleus composed of the faculties of law, of medical science, of chemistry, and of pharmacy, which up to the present time have had a precarious existence or at least have shown a degree of vitality, very far from satisfying the aspirations of their founders.

Doubtless, up to a short time since the time had not arrivet to enter upon the analysis of the causes of this reduced and difficult developement: but it is evident that the first group of institutions enumerated, as well as the second group of universitary colleges, were wanting, from their commencement in a bond of harmony and cohesion that could proportion

them with a conjoint existence, in short, they were without that vigour for expansion given by a common organization, mutual stimulus, and a common object of their labour: and nothing of all this could be looked for from isolated and stagnant life of the former as simple centres of observation or conservation, and of the latter, as colleges also separated, and restricted to the the limits of the Province, or rather to its Capital, when from many of the country towns the young men looked to the universities and other national colleges for their higher studies, either to lead them towards the liberal or pedagogic professions, or to those more practical, or more scientifical ones.

The Executive Power has fixed its attention on this interesting problem, at an epoch, like the present one, in which such countries as lead in universal culture, have transformed their fundamental ideas of universitary organization, and whose models, admired by many nations, and by us, offer to us their example, easy to follow, being perhaps in some details surpassable with our own elements. I believe, however, that the moment has arrived to commence a new universitarian current, which without interrupting the channel of the older ones, and without affecting the future of the two historical Universities of this Nation, should take into account, bound up with the national future, the new tendencies of higher education, the

new requirements of argentine culture, and the examples of the best institutions of Europe and of America.

This phenomenon calls for our attention: amongst us scientific education has either been carried on without materials for experimentation, or we have had big museums and observatories without any application of the same to teaching.

The obliged result of this was a double sterility: the same as that of museums and observatories without a university, and of the university without museums and observatories and a markworthy contrast is offered by the studies effected by the colleges of medical science and of engineering and like subjects in the University of Buenos Aires, which owing to the adoption and ever increasing system of experimentaion, have attained such a high level of prosperity, such as constitutes for the Republic a motive of just satisfaction.

An equally just aspiration of the Government and of this country, is consequently the raising to the same stage of progress and of developement of the other branches of higher studies, and more particularly those which better harmonise with the scientific spirit of this epoch, destined to procure more efficaciously the national prosperity, owing to their dedicating themselves to the study of the sources of life in the nature of its soil, and the other physical

elements that have influence on its ethnological constitution.

To carry out this end, means were wanting, of its own and suitable, to meet the requirements of the population, and of the vast territory of the Republic: and the City of La Plata offers, with exception conditions of situation, magnitude, quantity, and quality, all that can be desired for the establishment of a complete Institute for scientific instruction, and at the same time of practical professions, so much in demand owing to the industrial and social developement of this country. Such are here present in conditions that the Nation could only expect to obtain after a long period of time, and after heavy expense, that perhaps could never be incurred in one sum, and in the harmonious manner required by the foundation of an University. This idea has been given a practical form, by means of the agreement which is now submitted by the Executive Power to your approbation, and from an economical standpoint in very good conditions, thanks to the generosity of the Government of the Province of Buenos Aires, being convinced that by this means it also contributes towards the solution of one of the most important problems that can offer themselves in the existence of an argentine State: viz:-that of the real and effective supremacy of its political Capital, which in this manner will acquire sufficient importance as

residence of the Government; and as the chief of other cities of greater economical value, and will also bind closer the bonds of internal solidarity within its territory, between regions with other centers, which perhaps without a strong reason for cohesión, would differ even more in the future.

The Province of Buenos Ayres cedes to the Nation gratis, and as its sole property, the buildings, lands, collections, instruments, furniture, and other materials belonging to the institutions named, and moreover the following, which complete with all the desired amplitude the plan of university organization, in modern conception thereof.

A. Building of the Mortgage Bank of the Province, in La Plata.

B. The actual University of the Province, together with the properties belonging to it according to the law of its foundation, and consisting of a College of Law, and another of chemistry and of pharmacy.

C. A public library, composed of 38.000 volumes, destined for the use of the National University projected.

Moreover, although with another object, owing to the national law respecting buildings for schools, the Goverment of the Province has given, for the construction of the National College in La Plata, included therein by your sanction of the 12th of September of 1904,

eighteen hectares of landadjoining Avenue N° 1, and the nucleus of the schools, chosen by the Department of Public Education, with the pre-conceived intention of making that institution a model higher School, with in door pupils, and incorporated to the University, in order so to carry out a fruitful union between the two grades of our public education, which was happily brought to a successful issue at the commencement of the nineteenth century, and which is the secret of the surprising results of the North American and English systems. This work, conceived according to a complete plan of intellectual and physical education, has already been solicited and given out, and within a few days more the construction thereof will commence. Such is the important total of the properties given up by the Province. Their pecuniary value, according to trustworthy calculations, represents almost eleven millions of dollars national currency. Therewith the Executive Power intends to found an University, whose character, spirit and tendency, entirely and throughout strictly scientifical, are better explained by the following specifications, relative to each one of the institutions to be formed.

The most ample department, owing to the sections it includes, ant the rich material for experimentation and observation, is that of natural and physical science and chemistry, the basis of which is the actual Museum of La

Plata, with its collections, which considered under some aspects are amongst the richest in the world, with their vast building wherein they are amply installed, with room, not only for its actual material, but also for future halls, cabinets, and laboratories.

The object of the Museum as a center of study would not be lost, as well as its mission of exploration and conservation of its present treasures, but rather these conditions will be made still more notable, placing it at the service of the entire scientific education of the Nation, with the methodic and co-ordinate plan of an University.

The professions of a practical nature will separate themselves from the diverse grades or divisions, until we arrive at the superior grades, containing such as dedicate themselves to pure science, whose study is inexhaustible, and whose permament object is to increase the culture of our country and of the Universe.

Collections, which up to the present time only have realised this vague and remote form of collective education, which consists in the popular visits on feast days, will be changed for effective instruction and in direct study, under the guidance of professors, who will find in their pupils fresh stimulus. Their dominant character will be the study of science and of nature, with their derivative studies, and the

subjects that have as their principal object man in his ancient and actual state.

Anthropological science will there bring forth fruitful relationships between the other studies of philosophical and legal subjects, and in the opinion of the Executive Power this opinion is sufficient to express the whole spirit of the new University.

Up to the present moment, in this Republic, we have had an imperfect idea respecting astronomical observatories, owing to an exceptional circumstance, the creation of the Observatory of Cordoba, and that idea is to consider them solely as centers for contemplation and for the registration of celestial phenomena, or of their prediction or explanation: but no one has projected their incorporation with the teaching of practical astronomy, and its joint sciences, relative to the life of our planet, in its relations with the universe, and as a residence for mankind.

If there be an essentially universitary institution, it is an Observatory, it being in itself a summary of the laws and forces that govern life in all its duration, and of the relations between the different branches of science. Besides these higher considerations, when we get together under one roof all these means for observing phenomena, and the conditions of the atmosphere, they represent a greater usefullness for the progress of the multiple branches of national economy, in its most vital

sources. This beautiful and deep science, which keeps the secret of the beginning, developement of life itself, on its conversion for the students into an experimental lesson, by means of the excellent instruments of which we dispose, and which are susceptible of being still more complete, will awaken the interest of youth, which up to now has not been interested, and by means of its influence on cultivated minds, and their influence on the mass of society, will tend towards the perfection of the people in general. The transformation of the nature of this institution will be facilitated, not only by the construction of its several buildings, but by the adding to it of indispensable chairs of mathematics, and practical instruction in meteorology and seismics, the latter so very necessary, in view of the successive desasters that have laid desolate several cities of this Republic.

The Executive Power has the intention of briging from Europe or from the United States an astronomer of high and indisputable reputation, and place him to direct the institution, both by means of observation and of instruction, so that the tradition founded by Gould and by Boeuf be not interrupted for a long time in the annals of Argentine science.

The best and most reputed Universities of North America include amongst their most essential departments, those of Agronomy and

Veterinary Science, such as exist in Harvard, Yale, Cornell, Michigan, Pensylvania, and many others, not only in view of their practical and economical utility, but also as a co-ordinate branch of biological science, of exclusive universitary nature.

In this order of ideas two different spheres are to be found in the studies: that which is in harmony and in relation with all the other natural sciences, and that of a limited and practical odject, offering its products to active industry, and to the wealth of the country: the first is universitary and of a higher type of professional instruction, and the second is of a special nature, and can and should exist separately, and its object is to contribute to the progress of agriculture and the live-stock industry, as a part of our actual public wealth.

Veterinary medicine and Agronomy, as University organisms go further, and without prescinding of the formation of the professional man, who, on the contrary is provided with a more solid and general preparation, they tend to widen and deepen the foundations of other branches of science, such as human medicine and biology, in which undoubtedly every day there is being worked out a transformation daily more visible of the abstract and philosophical studies.

Practical schools, such as that of Santa Catalina are, moreover, for University studies real

experimental institutes and fields for the application of the principles and theories of the lecture halls and laboratories, and by this means, as happens in medical and mechanical studies, the sources of public wealth are ever deepened, as well as the field of activity of professional men or practical students. The Faculty of Agronomy and Veterinary Science of La Plata, and the School of Santa Catalina, working on new lines and with more elements after having become property of the Nation, are already fit to be incorporated with the universitarian system, in which, together with the Museum as far as natural science is concerned, forms the real base of our future advance in higher science.

An University which is situated in the principal city of the Province of Buenos Ayres cannot be wanting in a faculty of Law, which not only corresponds to the unavoidable requirements of the natural relation between institutional phenomena, but also is required to satisfy the legitimate demands of such a numerous population, with so complicated a political organization, and enjoying such a developed economical existence, as that of this State. Moreover it was convenient to take advantage of this system, in order to give a practical for to a national aspiration, which has on several occasions been voiced in Congress, as well as in other countries of Latin origen, such as has been expressed by a modern French writer,

«that all use the same judgement and language respecting this matter: that it is necessary, as quickly as possible to revive the faculties of Law, re-arranging their syllabus, and their degrees in a more modern manner»; and this exposes clearly the real situation of this historical problem, whose solution cannot be put off any longer: that is the transformation of the ancient dogmatical and abstract spirit into a scientific and experimental mode.

This is the character adopted by the Executive Power at the conception of the Faculty of legal studies to form a component part of the new University, and whose formulas will be found in the annexed explanatory Report.

Its manner is defined under the title of «Faculty of social and legal Science», projected, which is believed to be better than the existent forms, because its base is formet by positive science, and because these studies must be in relation with those of other faculties, where the laws of individual life and collective life be studied in harmony with the rest of inanimate Nature and other inferior grades of existence.

By means of the same system or method we must organize the study of political institutions, and the economical and civil powers of the Nation, that with the knowledge of the historical laws of production, consolidate in the deeds and customs the forms of political invention,

or the imposition of historical events, in all they may contain conventional or artificial. On a sufficient scientific basis, the study of penal law would be changed, with immense benefits to civilization, and that of civil law would better answer to the new mode and aspirations of contemporary society, and that of political institutions would no longer be a mere exposition of facts or legal dogmas, but would be converted into a source of fruitful deductions for legislation, drawn from the knowledge of intimate laws, that govern the life of the nation at large.

The writer I have before quoted says, «during a long period of time our faculty of law respecting tradition with excess, have, to tell the truth, only taken care in its halls, of the legislative regulations, through the ages, of family, property, and perhaps a little of government»: and in the meantime, the phenomena of modern life have surpassed the limits of the traditional laws, and reclaim other Universities that so far do not exist.

Universities are not only centers for observation and cult of the past, but also of the laws of existence, and of progress in all its forms and this occurs more clearly in politics and economical science, relative to which the higher institutes in other countries have been so deeply changed, that the traditional latin or spanish american type, compared therewith, appears exotic or extremely out of date.

Owing to its relation with the other branches of science, this project places under the direction of the Faculty of legal and social science, two departments of embryons of two future faculties, as long as they do acquire existence of their own: that of pedagogics, already incorporated with great success in other well known Universities of Europe and of America, and that of Philosophy and Literature, the former with the object of making of every scientific specialist a professor, and the latter for the purposes of literary culture, that cannot be eliminated from any rational plan. In this manner, in this Faculty, destined by the sort of its studies and by its social and political importance, to be, as it ever was, the most visible universitary exponent, we find a most important and multiple task: the formation of the professional classes of legal life, the professor, the doctor, the lawyer, the solicitor, the public notary, and that of the higher political class, in whose hands is placed the practical direction of the national destinies.

A large and well arranged library will also be added to the universitarian organization, and although in its actual condition it requires important additions, yet it can be utilized with success, as a center for study and consultation, and thus commence to play the part destined to it by the Executive Power in the project, that is to say, to be a means of realizing the

extension that its intellectual benefits should produce to society. Moreover, this library has the advantage relative to the popular influence of the University, of having accustomed the public to attend its lectures or conferences, which in the future could be methodical, and carried out with a defined social object, and with the assistance of the professors of the Faculty, who could concur, in a less academic form, with their studies and useful observations, in a form comprehensible to the majority.

This project gives the University a sufficient legal standing to carry on the administration of its property, or patrimony, and to make them gradually productive, and to endeavour to sustain its professors and expenses with its own resources. It will also have the right to deliver professional diplomas, and those of science and practical studies, of the diverse schools established under it, and of such as may be incorporated or created separately from time to time, the details of which will be fixed in the statutes that its own authorities will project and submit to the approbation of the Executive Power.

These titles, as a just retribution to the liberality of the Government of the Province, with before all satisfy the requirements of its bar, professorships, industry and administrative body: but we cannot deny them general validity, such as belongs to those given out by the Universities of Cordoba and of Buenos Ayres.

Relative to the administration thereof, the general charter, contained in the Agreement, defines it in the simplest manner possible, without separating much from what is already well known to us: the number of members of the different faculties is limited, reducing the admnistrative or governing nucleus to one of real work: the Assembly of professors, on the other hand, is more largely composed, and elects the governing body, communicating thereto in the election the vitality of its own, and in it find representation all the appreciable tendencies of the great universitarian body.

Greater vigour will be given to the teaching power, by the professors, auxiliary body, wich aiding the titular professors in their task, by the special labour of analysis, application and commentary, and repetition together with the pupils, will make of each class a real workshop, and will eliminate the temptation to idleness, and confidence in the talent of improvisation and in the power alone of the intelligence, which so bitterly deceive those who trust therein.

The academical mission is in truth illusory, and as such, the numerous members thereof easily convert in empty and useless machines that work without any fixed object, within a formulism without substance or a determined direction: its positive and serious destiny is teaching itself, investigation, scientific work,

rather than office labour, and work in the laboratory or workshop rather than in ceremonies, and its most authorised and most efficacious occupation is that of maintaining in the schools the conscious discipline of those who love sciencie and follow it, and whose strongest foundation is respect for the teachers and for the career to which they dedicate their energies. In short the dominant idea of the project is to found a University for work and for production in all branches of science, and for this reason the ordinary universitarian routine has been simplified, and things have been arranged in such a manner that the resources dedicated thereto be converted in instruction and in culture as far as may be possible, instead of in employees and fruitless staff.

In this way, from the faculties we pass to the formation of the superior council, or supreme administrative body, under whose jurisdiction, as in the senates of the great American Universities, and of european universities, are placed the property and in general the finances of the institution, and at the same time a greater sum of attributions for discipline and for government, with the object bringing closer together the different colleges, bestowing on them a closer and more coherent corporate existence. The superior authority of the President of the University crowns this order who is also President of the superior Council

and superintends each College, which gives to the most celebrated Universitie their most effective force, owing to the intimate relation that this high functionary establishes between all, without interrupting their free and indipendent working, as far as may be required by each respective branch of Science.

Doubtless the first authorities of the University should be named by the National Executive Power, taking into consideration, firstly, that there do not yet exist the elective organizations required for the other system, and afterwards that the period of organization is especially a time for the executive power, and the mechanism of election is not suitable for the proceedings that such periods reclaim.

In any case, there remains the resource at the termination of the first period of confirming or not, the appointments made by the Executive Power on the occasion of the first election realised by the University itself, after completing its organization in the first three years.

In conclusion, I shall add some few remarks respecting the financial mode of carrying out this project, and they refer to its own resources and to those provided by the general Budget.

The property placed under the administration of the University, the products made or elaborated by its diverse pratical institutions, the rational and progressive exploitation of its

country properties and the tariffs or tables of fees of its schools or colleges, contribute at once, and insure in a short period the sustain of the new institution, so that the Executive Power, can with reason anticipate that the items fixed in the Budget are transitory and relative to these latter, that if it would have been better to have included them in General Expenses of the administration, it was not possible, because the universitary authorities will complete the organization, and are by the law of their foundation obliged to formulate their own Budget, on the basis of which the Executive Power will form the definite one which will be submitted to your approbation.

On the other hand it is necessary to remember that the expenses of installation, even those which are most indispensable for such colleges or schools that require it, or that do not yet exist, are difficult to calculate with exactitude, and it is much more possible, with certain administative prudence to obtain greater economy, than by means of estimates, without a fixed basis.

It is especially necessary to take this into consideration, because it does not seem prudent to establish these expenses with an inalterable nature, before a prudential period of trial, it being a new organization in its first period of existence. Looking to all this, the Executive Power does not think that this state

of things should last longer than one administrative year, before the end of which it will have the pleasure to remit you a complete Budget, that is when the principal components of the new Institution have been organised. This task is of easy execution, because it is not the work of starting these institutes from the commencement, as the greater part of them possess their furniture, working plant, instruments for instruction, and other materials, which become national property. The latter will have to complete and renew some and entirely substitute others, and more particularly such as at present dedicate themselves to teaching with the furniture and material requisite for the classes to be commenced therein, such as in the Museum and the Observatory.

Having to remit to Y. E. as an illustrative document, together with the present message, the special Report of the Department relative to this project, the Executive Power does not think it necessary to enter into further detail, respecting the meaning and importance of the same to the greatest national interests, but must request the Hon. Congress to approve the annexed project of law, and express with the greatest sincerity its conviction that when this new University be incorporated in the scientific wealth of the Republic, the commencements of a new life will be felt in the spirit and tendency of argentine public instruc-

tion, in all its grades and specialities, which will be cultivated in the most efficacious manner that has been counselled by universal and our own experience, increasing the sources of the financial moral and political prosperity of the country.

Respecting the Province of Buenos Aires, which has already ceded its traditional Capital, and now cedes such a valuable part of its patrimony, this Institution will return to it under multiple forms the benefits recived, converting its new Capital into the center and director of the intelligence and education of a vast territory and of a considerable region of the Republic, aiding in a most elevated form doubtless, more than in any other manner, the definite consolidation of the union, prosperity and greatness of all the provinces, and the legitimate extension of national culture, beyond the frontiers. May God protect you:

MANUEL QUINTANA.
J. V. GONZÁLEZ.

PROJECT OF LAW:

The Senate and Chamber of Deputies; etc.

Art. 1. We approve the annexed Agreement between the Executive Power of the Nation and that of the Province of Buenos Ayres, under

date of the 12th inst. relative to the establishment of a national University in the City of La Plata.

Art. 2. We authorise the Executive Power to incur from the general revenue, debiting to this law, the expenses required for the installation and working of the above mentioned University, as long as such be not included in the general national Budget.

Art. 3. Respecting the jubilation (retirement) law, the employees of the Province of Buenos Aires, which with this motive will enter the employ of the Nation, will be considered as national employees, couting from the dates of their appointments, counting the services they have rendered to the Province according to the provincial regulations.

Art. 4. Let this be comunicated &c.

GONZÁLEZ.

REPORT.

REPORT.

Buenos Aires, 12th February, 1905.

To His Excellency The Governor of The Province of Buenos Aires, Marcelino Ugarte.

I have the honour to direct myself to your Excellency in order to submit to your consideration a proposition, for some time held by this Department, with the most decided support of the President of the Republic, respecting the creation in the City of La Plata, of a National University, on the basis of the scientific institutions established there, and in the form and conditions that I shall enunciate in detail, in view of its exceptional nature, its relative magnitude, and of the benefits that will be forthcoming to favour the culture and prosperity both of this Province and of the Nation.

I salute Your Excellency with my highest esteem,

J. V. González.

FIRST CHAPTER

General Sketch of the Project

Up to the present time the situation of the actual University of La Plata appears to be rather uncertain, and to requiere higher vitality, owing doubtless to two principal reasons, the want of sufficient organic elements, which on one hand is explicable, as it is an institution that commences, and its want of connection with the rest of the scholastic life of this Republic, which prevents its ample development, and its superiority due to its great utility and to the extension of its studies. However, I do not consider that we have in this country either sufficient space or a convenient sphere for a third University of the same type as the classic Universities of Buenos Ayres and of Cordoba, and consequently I think that a third University of a modern and experimental type, with a different plan of organisation, character, and programme of studies with an internal organization and with special and practical direction of its different departments, such would not only find an easy place but would also respond to an evident want felt by the different classes of society in this country, and more

BUILDING OF THE UNIVERSITY

in particular such as look to our general prosperity from an economical and scientific point of view rather from the sole literary point of view, which latter has been studied with preference by Argentine educator establishments since the time of the first colonial institutions.

I think I have well understood the national «University Problem» in its most fundamental aspects, with the idea of establishing in La Plata a third Institute for higher studies, with scientific and practical elements combined among themselves, and in such a manner as to attract by strong current or sympathy and spontaneous vocation all the tendencies that to-day are dominating in this country, towards the careers most useful for an independent existence and towards personal prosperity, which with few exceptions cannot be obtained to-day in the existing schools, as most all of them are dedicated to abstract speculations, to decorative diplomas and are destined in general to the preparation of the teaching, professional, or burocratic classes.

On the other hand, and this is an essential detail in this matter, the Province of Buenos Aires, with its history, extension, diverse industrial resources, its geographical and geological conditions, its situation both Maritime and fluvial, its population and its culture, once having ceded to the Nation its traditional capita l, found it necessary to improvise a seat of its

political authority, to replace the former one.

For that reason, the beautiful city of La Plata was founded, but, in the course of its development during 24 years if on one hand it has attained considerable prosperity, for many causes not necessary to explain, but intimately bound up with our present history and our political institutions, on the other it has not acquired an existence entirely its own, nor does it assume completely the direction of the vast Provincial sphere subject to its rule.

Undoubtedly it is necessary to define more clearly its character and its political and social value, and such will take place when it becomes the focus of attraction, of production and of the radiation of such a great source of culture that will not only satisfy all the desires and necessities of the province, but also those that I have already mentioned in the wider sphere of national life.

When Your Excellency has understood completely the idea of the National Executive Power, as explained in this report, you will also understand the intentions expressed. But, following out my argument, I venture to state that when the University of La Plata possesses a group of educator institutions forming a universitary organization, such as here proposed, its social, economical, civic, and every detail of its development will be increased by the necessities created around this agroupation of

great schools, whose population should live in the city, and this alone indicates a powerful reaction.

I have not defined so far clearly the object of this communication and although I should explain it in detail later on it is necessary to present here a summary of the proposed universitary organization, which will be formed, partly with the institutions already ceded to the Nation by the Government of Your Excellency, and partly by those institutions that being of the same scientific nature will so fulfil their mission and form a more extensive nucleus that in this way and by means of statutes that will complete their harmonious system and will form a University of the modern type, already described, like the great prototypes that exist in England and in the United States, and where other nations go to obtain practical and theoretical science, when they do not possess traditions and intellectual wealth of their own, and also such nations that require to renew or strengthen with foreign experience and observation their own knowledge.

The City of La Plata for special reasons offers the same advantages as those ancient and cultured nations, for the foundation of a University of this nature, where not only the old methods of administration and of teaching are followed with diverse objects, but also to form a centre to which all the new energies which

to-day find no application and which placed in contact with prime material and with the results of the general wealth.

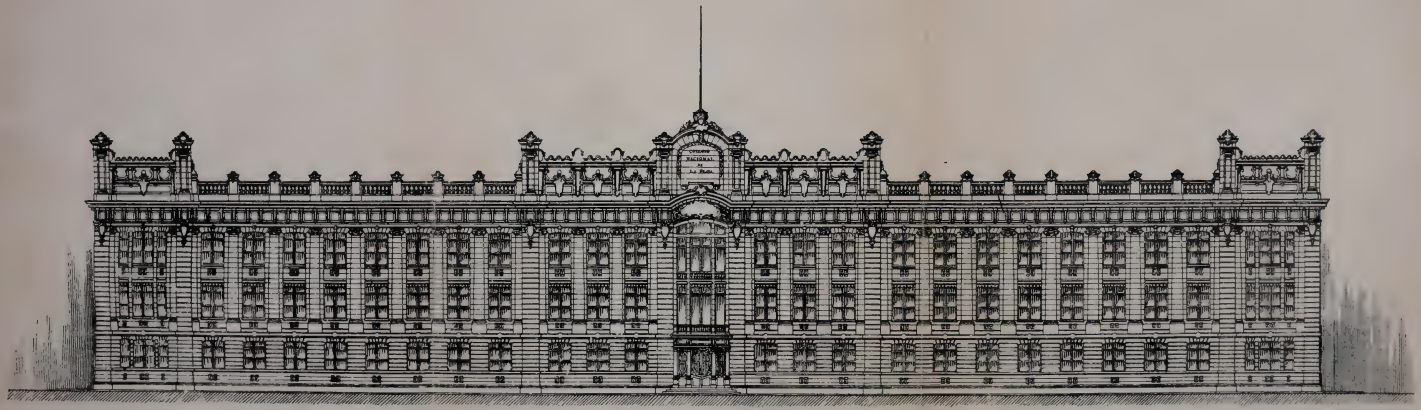
The different articulations of the universitary skeleton, actually dispersed, and which only require to be connected and placed in movement, are represented by the following institutions and cooperations:

1. The actual University of La Plata.
2. The Museum.
3. Astronomical Observatory.
4. The Agricultural and Veterinary School.
5. The Working School of Santa Catalina.

As these institutions by themselves do not constitute an organic group of sufficient coherence and intensity for the public education to which they are destined, the National Executive Power after incorporating the Institutions already adquired, 3, 4 and 5, would also add other three, either from those or from amongst its own establishments, in order to form a collection of educator Institutions that could carry out with complete efficacy all its aspirations in the manner that will be stipulated later on, and such are:

6. Section of Education of the Faculty of Laws.
7. Section of Philosophy and Literature of the Same Faculty.
8. Tecnichal School of Arts.
9. The Library of the University.

National College of La Plata



PRINCIPAL FRONTAGE

Buenos Ayres, February 1905.

Carlos Massini

Modulo

10. The National College.
11. The Normal School.

Our traditional ideas however are certainly deeply rooted enough to prevent most people easily understanding this project, but it is so simple and clear that even those minds, least open to innovations cannot fail to comprehend it, and thus it will have imposed itself on public culture and affected the intellectual future of the Province of Buenos Aires and of its Capital. However, up to the present time, owing to the want of ample experimental criterion, we have only understood Universities in a dogmatical form, scarcely extending their action beyond the «quadrivium» of *law*, *medicine*, *exact science*, *phisics and mathematics*, *and phylosophy*, and every time that introduction of some foreign factor has been proposed such as those new Scientific Departments with less aristocratic object, although of equal scientific value, classical opinion has been alarmed, and the old Academical Councils have shuddered as before the proximity of a catastrophe or before the abasement of their studies.

However, this is not only an Argentine Phenomenon it is to be found in all old institutions or in such as are built on the basis of all traditions. For this reason, Oxford has been the last University in Europe that has accepted the establishment of a Chair for teaching Educator Science, within its classic

«curriculum,» when other Universities such as those of Jena, Michigan, Harvard, and many others in the United States, have bravely and openly accepted faculties for educator Science, in which they form a body of professors, as is done by every nation that is foreseeing, and desirous of intellectual progress. Amongst curselves, innovations of this sort are very possible and easy to carry out, thanks to our new history, and to the rising wave of foreign influence that comes to us in a thousand different forms, in books and in teaching, and in economical and ethnical form, that we should transform into our own strength through assimilation and ultimate conquest. But, as the Universities of Buenos Aires and of Cordoba possess their own special features and characters, and their form of Government is already sanctioned by long use, with reference to them these new experiments are less practicable, and as I have already stated, they fulfil quite another mission in the order of the requirements and necessities of Argentine culture. However, La Plata will be a fertile laboratory for experiments that cannot be undertaken in other Universities, except as a continuation of methods and systems already implanted and in use: and in my opinion one of the most important will be that of a University College of advanced teaching, that is to say the same National Colle-

ge, placed in intimate combination with the different cooperation of higher schools, that will find therein their mursery, from which can afterwards be transplanted their products to special departments, of natural science, Physics, Mathematics, Astronomy, and Social or Agricultural Science, and there can be realised during the exact study of the first six years the spontaneous classification of the ultimate intellectual vocation, or inclination. At the same time, and thanks to the amplitude of the second curriculum we can maintain the minimum independent instruction given actually in the College for such as only look for «general instruction,» without the intention of adopting a scientific career.

The advantages of this incorporation appears more clearly when we remember that the professors and pupils of the Faculty, placed in constant and intimate relation with all the other universitarian dependencies can come, either for practice, for investigation, for help, or with a view to the better preparation of future professors, to the classes of the National College, and in case of necessity benefit it by the concurrence of their knowledge. This system, useful to all Faculties or universitarian Institutions will be indispensable and general for such as dedicate themselves to being professors, who moreover will possess as a centre for practical observation the Normal School of Professors,

where they can study in its three different forms the science of teaching, viz, the Kindergarten, the Elementary School, and the Normal School. But again treating of the National College, I should advise Your Excellency that the intention of this Department is to establish therein an open boarding school, if such an expression can be used, in which the pupil can reside and learn to live as a member of an educated family or as a guest, which alone is an educational course, under the direction of special teachers as effected under the well known Tutorial System, and that has produced the deserved prestige of the great colleges of England where the most noble families of Great Britain and of other countries send their boys and young men. This idea which has already been applied in Spanish America under the most rigid form of claustral seclusion and that may be revived under modern form well known to everybody, is that of a perfect realisation in the City of La Plata of this scheme, not only owing to the fortunate situation and its diverse advantages for a healthy, easy, and comfortable existence relatively isolated from the great metropolis, but also because the National Executive Power, thanks to the patriotic generosity of Yocr Excellency can erect in the ample ground ceded in the Park, the building that would be required by such an Institution whicth would be á model of its kind, and which once

terminated could lodge nearly 200 pupils, divided in four buildings or villas for 50 each, with their professors acd with The necessary elements for family life.

The building that will be erected there, thanks to the authorisation of Congress, given towards the end of the year 1904, is destined to the double system of interior and exterior pupils ,whit its central nucleus of classes and other scholastic necessities, a building for cabinets and laboratories, two grounds for games and physical exercise, pavilions, tanks, and ground suitable for cultivation and for botanical studies in a practical form. In that way the Province of Buenos Ayres will have its College wherein to receive the scholars from its extensive country districts, whose important cities, such as Bahia Blanca, Mercedes, Dolores, Chivilcoy and San Nicolas, and others can send their best scholars from their primary schools and also those proceeding from other provinces, in case of necessity, or when the fame of the Institution itself attracted them.

These reforms that I have sketched of experimentation and of practice would be completed by the formation, that could be advantageously carried out, of founding there a small institution or a higher school for Educational Science, similar to the schools in Germany or in the United States, which at the commencement could be placed next to the Faculty of

Law and Social Science, with whose nature it is most compatible. Thus the University of La Plata would contribute, together with those of Buenos Aires and, Cordoba, and other special institutions, to the formation of the greater number of Argentine Professors for higher teaching, which is, at the present moment, the greatest necessity of national education, which up to a short time ago for inevitable reasons was, relative to a certain class of studies, and more especially in literary and abstract matter, guided almost by chance. Few cities in the Republic, and doubtles, amongst them, the City of Cordoba, offer such conditions as La Plata for the realization of the ideal of special education destined to form the professors of the future according to the great examples of Europe and of the United States.

The principal advantage derived from the close grouping of the different Universitary institutions which permits all the pupils of the different schools to take advantage, under the form of experimental education, of the resources installations and classes, when their studies are thereby harmonised or completed. If, as I believe, the Government of the Province of Buenos Aires cedes to the Nation the building of the Mortgage Bank intended for the installations of the Administration of the University, to the Faculty of Law and Social Science and to the classes of Pedagogic, Philosophy and

Literature, it will then be possible to carry out one of the most important branches of modern education: The system of University extension made it possible that other classes of Society, by means of lectures or esperimental demonstrations, which transmitted to the people in general in an easy and elemental form the educational influences of the different forms of knowledge and more principally those which are most useful to the well being of the working classes, should take advantage of this teaching. With this object in view, the Hall of Public Sessions and the Library Hall will be used as Cabinets and Museums, as will subsequently be arranged. If to all this we add, as undoubtedly will be done by necessity, some reviews and periodicals, organs of the different universitary corporations, the educational and social mission of the institution will be thereby fulfilled. In order to carry that out it is not necessary to invent very much, as there already exist two of real value in our intellectual world and whose further publication and regularity would be sufficient to carry out this object: They are, the Museum Annals, and the Year Book of the Observatory, wich, since the commencement of their publication have acquired just fame. The Faculty of Agriculture and Veterinary Science, with its actual complementary school of Santa Catalina could also carry on, on more

regular conditions, the publication of its Review, which has been suspended.

If at the same time the Faculty of Law and Social Science, and the National College, found their own organs of publicity, such as belong to the different colleges at Oxford, Cambridge, and that of other Universities of England and of other nations, the influence of La Plata would extend itself, not only thorough the nation itself, but also abroad, being perfectly appreciable, and would aid to the greatness of the country, in the same way that the Province of Buenos Aires always has done since the first years of our Independence. In the Museum of La Plata itself with its rich and insuperable influence, which have been of so much service to Your Excellencie's Government, and to Science, we can instal, or rather we can improve and complete the actual material, and at the same time that this institution can serve as a school for art, it could also serve to print the different publications rendered necessary in universitarian work, and thereby contribute to its own mantention.

PRINCIPAL AVENUE IN THE IRAOLA PARK

SECOND CHAPTER

Spirit and tendency of Education

Beyond the direct educational object of the different institutions which form a University, I desire to call Your Excellencies' attention to another aspect which I consider to be of vital importance for the future of education, of scientific work and of free investigation, with which object such institutions have been formed. I refer to the method or form of life which should be adopted by the professors and pupils of the different schools, during their working together. This is what I call «Universitarian life» to which such great influence is rightly attributed by other nations that have adopted this system and to which I myself assign the same educational value, not only because the internal life of the University of La Plata will have its influence in an evident manner on our social economy, but also because amongst ourselves all is official and under rules, and the regimen of relative liberfy of internal social life, of public participation therein, of the union and constant colaboration between professors

and pupils, of their relations with other institutions in the country, which would be taken advantage of by means of all the elements there existent; all this would produce a healthy reaction againts our official teaching system and would make of this University a real focus of national science and of friendly sentiments, together with noble patriotic ideals. On the other hand, a healthy physical existence is wanting in our educational institutions. These are formed according to our old tradition, which still endures and within the dry walls and straight streets of Spanish-built cities, without variation and without trees, which give the idea of a melancholy or misanthropic people, where we cannot imagine as official system, that of Colleges in the open air, in the open country or near cities, and even in the latter, when such be possible, as in La Plata, with sufficient ground as to develope scholastic life with suffcient amplitude. I do not require to recall to your Excellency the colleges of Harrow Hill, Rugby, Winchester and others in England, and those of Roches and of Normandy in France, amply described by Coubertin, Leclercq, Demolins, Duhamel and several writers who have treated this great question during the last ten years.

It is sufficient to glance at the plan of the city of La Plata and more especially at that part of the city formed around the «Wood», to see that the Universitarian republic is foun-

National College of La Plata

RESIDENCES

FRONTAGE A

Buenos Ayres, February 1905.

ded by the disposition of the buildings erected there; at the end of the principal avenue and opposite each other are the faculties of Agriculture and Veterinary Science, and the astronomical Observatory, and then the Museum, with its elegant circular architecture, with an extensive ground as frontage, that with a zoological and botanical garden would complete it, with great advantage to the general decoration of the Park; at the far end of this fine ground, with its fine avenue of eucalyptus trees and oaks belonging to the old «wood», which could be put in regular form by the work of masters and pupils, will be erected the model National College, whose monumental frontage of One hundred and thirty four meters and diverse interior buildings of concordant style, will harmonise the whole scheme, in which the two elements, of social and scholastic life will harmonise; thus realising, almost by chance, the «desiderata» of modern educational science, that is the constant communication of scholastic life with the exterior existence of society in which these educational institutions are developed, justifying practically the name «university city» given to such as contain in such conditions these great Institutions.

Owing to the admirable primitive organisation of these establishments the connection and reciprocal connection between them will give

excellent results, whilst at the present time these qualities are wanting in our Universities, with very rare exceptions, because they show a tendency towards disgregation, rather than a desire to look towards a central and common focus, such as is represented by that lofty patriotical and scientific idea represented by the word «Universitas».

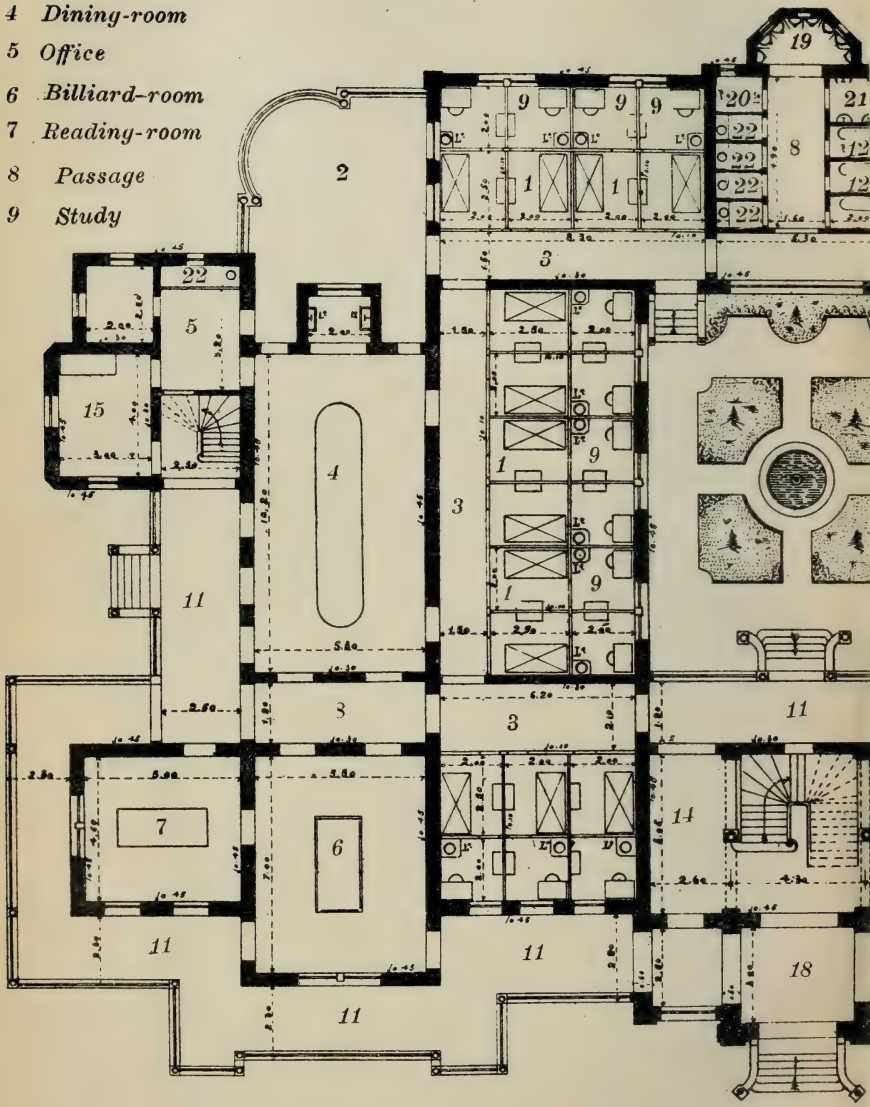
The professors and the pupils of the school of Agronomy and Veterinary science will have in the museum and in the observatory elements for direct and experimental study, that otherwise are wanting or cannot be obtained, or that it may not be possible to study in a living form: On the other hand, the students of science can make use of many elements for the observation of animal and vegetable life, proceeding from the collections or analysis of the former. The students of the higher college will be able to dispose of the Museum, the Observatory, the Stables, the Gardens, the Plantations, etc, of the Faculty of Agronomy and Veterinary Science, and hall these are practical elements for the illustration of the classes of natural and physical science and even for the observation required for literary composition. In this way, the scientific plan, without which no rational education can exist, will not only be possible, but will also be rendered indispensable by the nature of the institution, for which reason the University of La Plata will be pla-

NATIONAL COLLEGE

RESIDEN

REFERENCES

1 *Dormitories*
2 *Verandahs*
3 *Corridors*
4 *Dining-room*
5 *Office*
6 *Billiard-room*
7 *Reading-room*
8 *Passage*
9 *Study*



GROUND FLO

F La Plata

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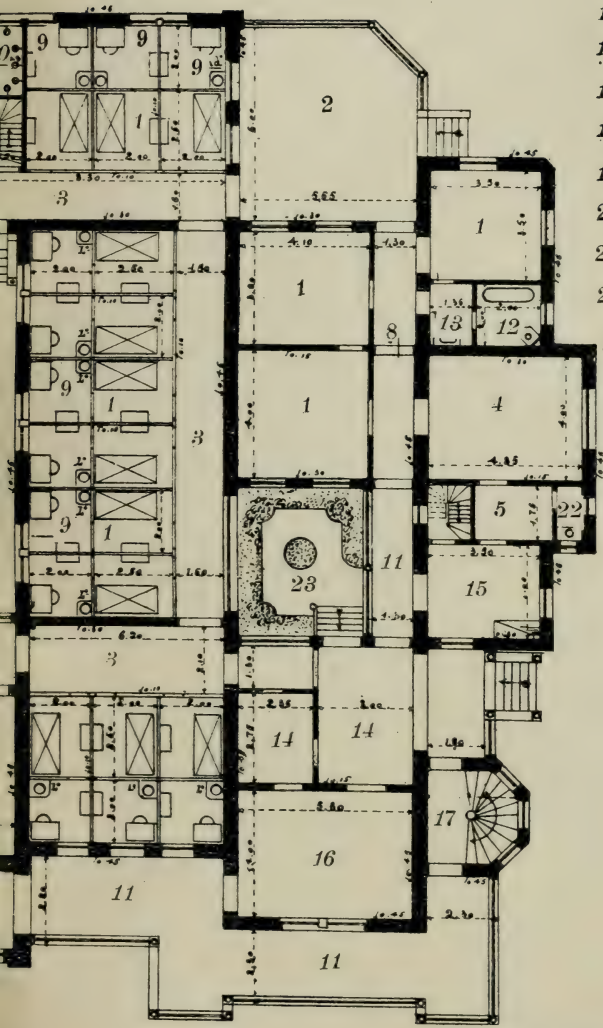
10 *Shower-bath*
11 *Gallery*
12 *Bath-room*
13 *Toilette*
14 *Vestibule*
15 *Kitchen*
16 *Professors-room*
17 *Stairs*
18 *Porch*
19 *Urinals*
20 *Deposit*
21 *Lavatory*
22 *W. C.*
23 *Garden*



Buenos Ayres, February 1905.

Carlos Massini

H. Palanca

ced amongst those of the highest reputation in the world.

Such considerations are also applicable, according to the different nature, to the practical studies carried out in the Girls Normal School, where the pupils under the direction of their professors can practice direct observation of the greatest utility in the objective study of the lower grades, as well as for the normal classes and for those, that by means of scientific methods will study in the school of pedagogics with a view to dedicating themselves to become higher or normal professors. If on the one hand it is true that the co-education of the two sexes, either in youth or adult age is a problem, whose practical solution gives doubtful results, nobody hesitates in recommending as an important system relative to the future of society, their accidental and frequent reunion, under the form of common public ceremonies, festivals, lectures, practical classes, etc, by means of which can be strengthened the bond of mutual affection, aid and cooperation with a view to combined action relative to the diverse social elements, and more in particular, relative to the education of childhood and of youth, to future homes and to a political and social cohesion. The spirit of association developed in universitarian life by means of friendliness and in a moral and intellectual manner between professors and pupils, to which could

be added outside elements, will be of the greatest importance for the future of the country towns which will obtain therefrom their principal men, and relative to this I will repeat the words of an excellent North American educator Willam de Witt Hyde, who, in a lecture given to the International Congress of Arts and Science of St. Louis on the 24 th of Septembre 1904, referring to the advantages to be obtained from this aspect of College life, said: Even when nothing may have been learnt more than that which may have been absorbed by the pores, the intimate association with select and instructive minds during the most impressionable years of human life even then it is worth while. Each one taking his place in such society, each one possessing his part in the common interests or task, each one assuming the consequence of his own conduct and of his own proceedings in a society that perceives with clearness, that speaks with frankness, that rewards with generosity, and punishes without weakness, is the best school for character and conduct that has ever been formed.

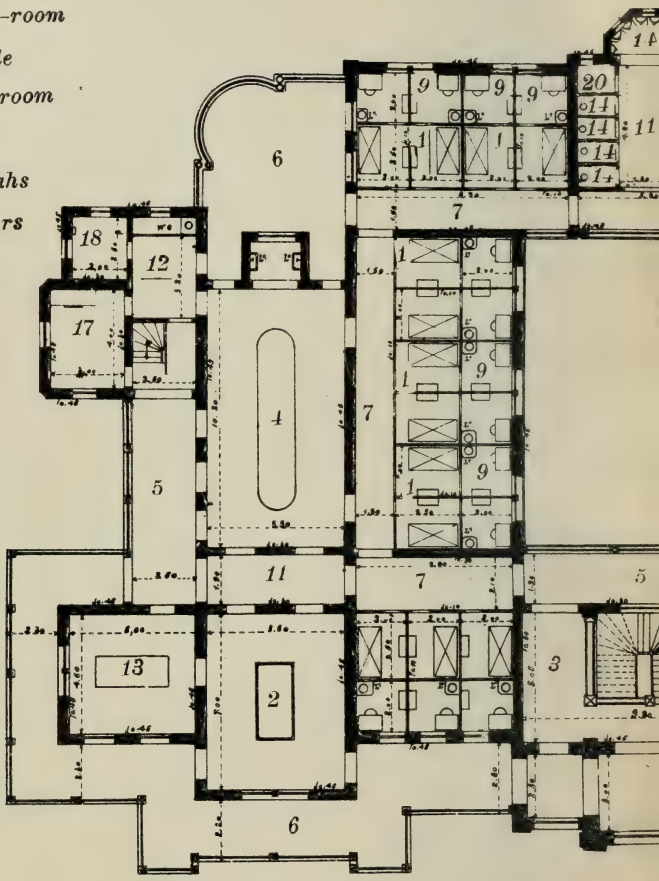
In order to procure an easier and more fruitful social life, the College community is divided in small groups: brotherhoods, musical societies, athletic clubs, and associations for the study of scientifical, literary, historical, and philosophical subjects. Their extension and

NATIONAL COLLEC

RESIDE

REFERENCES

1 *Dormitories*
2 *Billiard-room*
3 *Vestibule*
4 *Dining-room*
5 *Gallery*
6 *Verandahs*
7 *Corridors*
8 *Toilette*
9 *Study*



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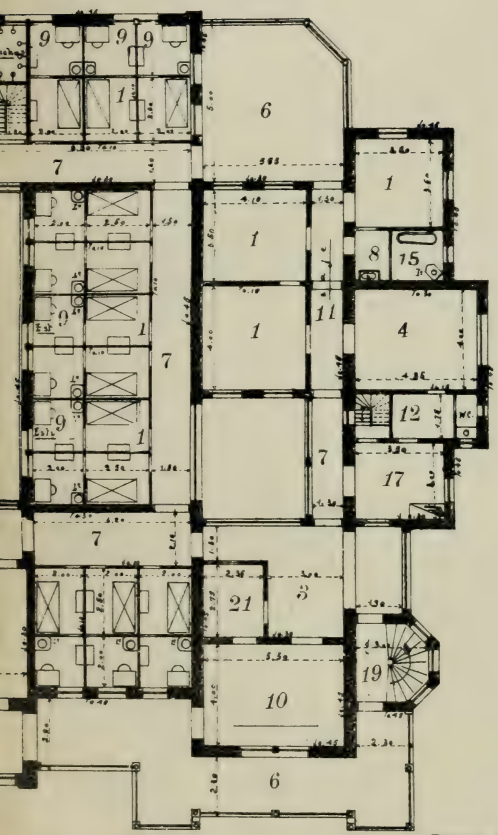


10 *Professors-rooms*

11 *Passage*

12 *Office*

13 *Bureau*

14 *W. C.*

15 *Bath*

16 *Lavatory*

17 *Kitchen*

18 *Clothes-room*

19 *Stairs*

20 *Deposit*

21 *Dressing-room*

Buenos Ayres, February 1905.

Carlos Massini

H. Lewis

their composition are relative and he who loses the closest contact and companionship of these small centres, loses much of what is the most valuable in college life. It is true that athletics are carried to excess in the same way as all in which youth has the direction; but the incidental excesses of some few are more than compensated by the increase in physical health, moral tone and liberty, as compared with the retirement and weakness that is generally produced by College life».

The care of the physical life of youth, the most general and important hygiene that the State can procure, is realised by this system of University and College combined: and this implies the possession of sufficient ground, parks, woods, gymnasiums, and in short, such natural elements which fortunately we find amply in La Plata. Education and studies carried out in constant contact with nature form the ideal of every method and combination of Educational Science; they offer the material required for analysis and technical experience, and offer to the mind the most fruitful repose, because they educated even in moments of recreation. I have already said how we find all these resources combined in La Plata; this City itself with its well wooded avenues, and its park, situated in the middle of these University Colleges, and these latter at the same time being surrounded in the same way; a naviga-

ble canal in the distance, and further on the River Plate itself, with an accessible port provided with all the elements for navigation, for the installation of Clubs and for yacht races, which in time will be included amongst the important and noble exercises of the Universitarian youth. But to all this which belongs I may say to nature, corresponding to such educational atmosphere that may be absorbed by the pores, the National College on one hand and the University on the other should add special installations in more intimate relation with studies and all that which hygiene, physiology, and moral and natural science in general may have under an experimental and practical form. I refer to the Sections for physical culture in the college itself and to the «experimental grounds» which will be placed at the disposition of the colleges which most require them.

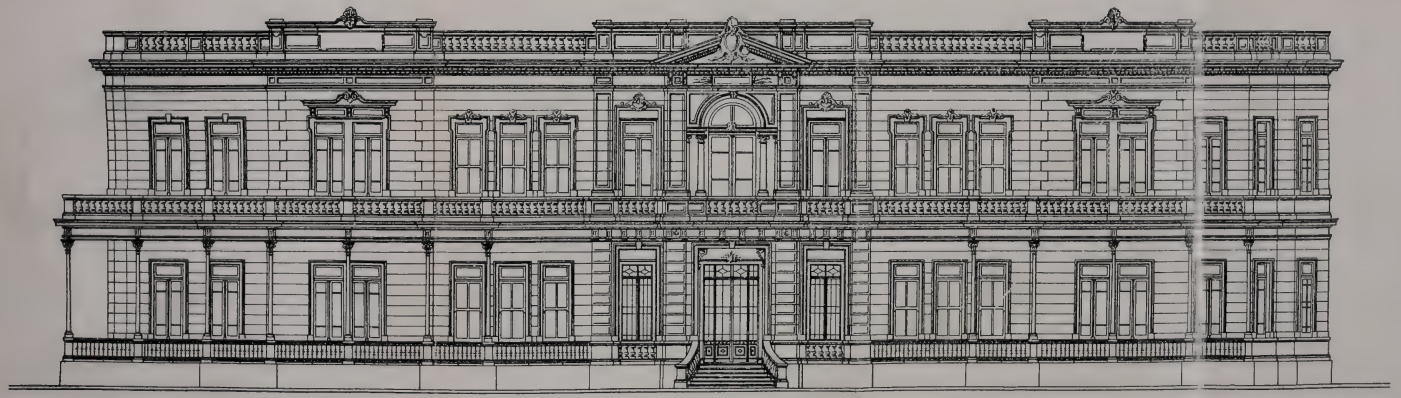
Respecting the former, Your Excellency will see in the adjoined plan of the building of the National College how this important branch of education has been installed, according to the most advanced ideas of modern educators and according to the most successful experiments. Taking advantage of the amplitude of the ground given by Your Government, a building has been projected wich would contain three classes of edification;

Nº. 1. A central building for classes and lec-

National College of La Plata

RESIDENCES

PRINCIPAL FRONTAGE



ture rooms, with frontage on Avenue N°. 1., of 134 metres long, tree stories high, and of a monumental architectural style.

N° 2. A second building destined to laboratories and museums for Physical and Natural Science.

N°. 3. A gymnasium and place for athletic sports amongst vhich we can note the covered gymnasium, of pure Greek style, the stands, race courses and courtyards for methodical exercise, for fencing, for shooting at a target, for foot-ball, for races on foot and on bycicle, discs, etc.,

On the other hand the students of the different colleges will have sufficient ground at their disposition for their games, which can then be played amongst temselves, and also under the form of clubs or excursions or in other ways, which will depend on the direction of their professors. Thus, opposite the museum, on the vast ground of the Faculty of Agronomy and Veterinary Science and in the neighbourhood thereof there exist sufficient conveniences to carry out the most exigent programme of athletic sports within all the known systems. And as a necessary complement, useful for a great number of the ordinary necessities of any school there exists the property of Santa Catalina, whose extension and different commodities allows it to be made use of, not only as a practical and experimental school, but also as a place for summer excursion for the professors and the pupils, and

for rest and for study at any time. The most celebrated Universities of England and of the United States do not possess any property much better than this one, and whose adjudication to the University is one of the best clauses of the law projecting its organisation. And now I desire to study another phase of this new institution, relative to the nature and to the distribution of the buildings, the Province cedes to the Nation.

I refer to the preparation, in each one of them of temporary dwellings for Foreign or for Argentine guests, who may desire to dedicate themselves to study or to the investigation of certain problems of observatory, or experimental science. The museum, the astronomical observatory, and the Faculty of Agronomy and Veterinary Science can compete amongst themselves in such a form as to honour the Republic by the vast diffusion in the scientific world of their work. In Europe there is great curiosity manifested in the study of our land and of the different regions of the Southern sky and of the phenomena and of the conditions of our own live stock and agricultural industry. The facilitating of this study to the specialists of other nations, implies a double current of benefical consequences for us; firstly, the discovery and application to our industrial and progress, our new methods, proceedings, machinery from the principles derived from im-

NATIONAL COLL

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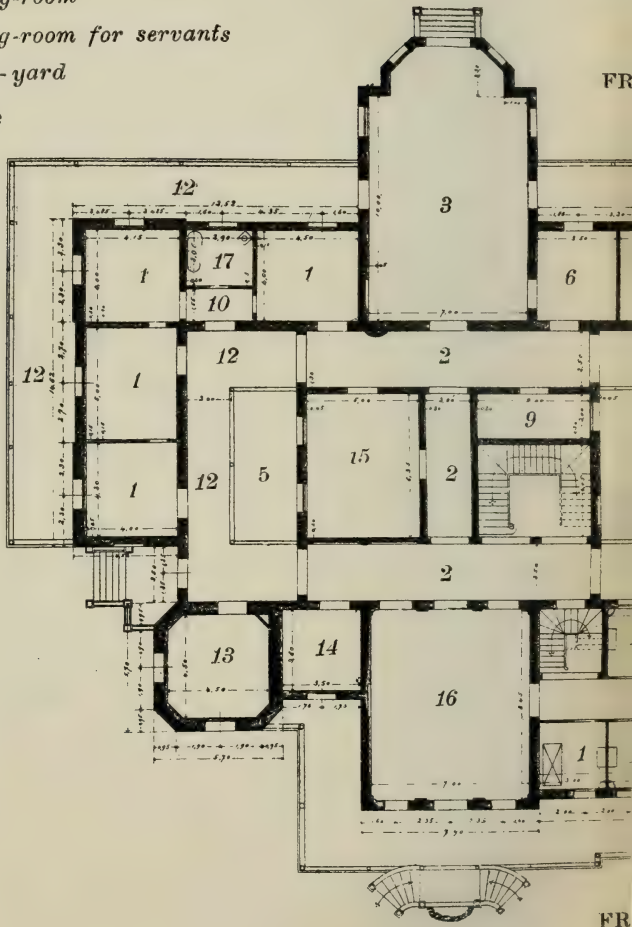
REFERENCES

1 *Dormitories*
2 *Corridors*
3 *Dining-room*
4 *Dining-room for servants*
5 *Court-yard*
6 *Office*



FRONTAGE D

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OF LA PLATA

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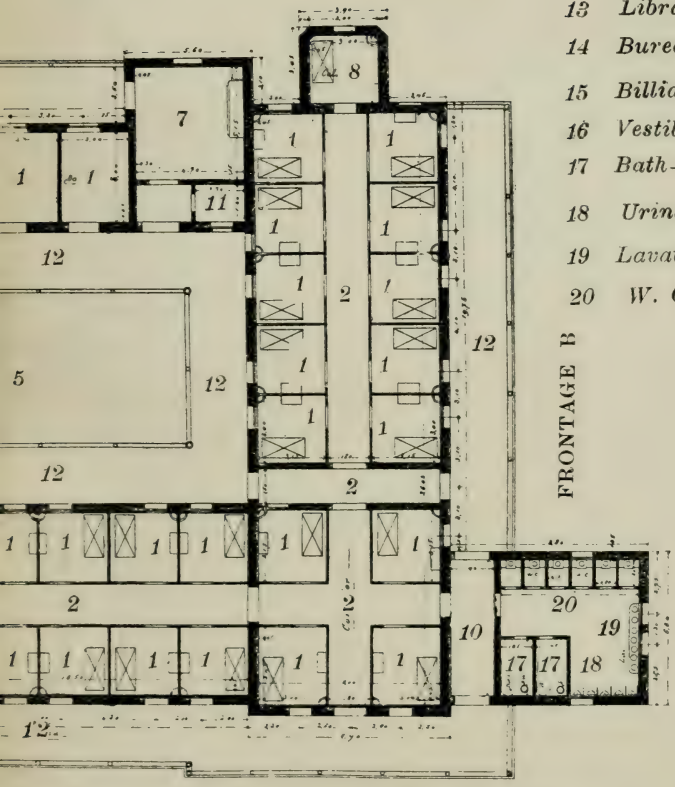
LOOR

GE C



GE A

7 *Kitchen*
8 *Monitor*
9 *Clothes-room*
10 *Passage*
11 *Coal-room*
12 *Gallery*
13 *Library*
14 *Bureau*
15 *Billiard-room*
16 *Vestibule*
17 *Bath-room*
18 *Urinals*
19 *Lavatory*
20 *W. C.*

Buenos Ayres, February 1905.

H. Ochoa Carlos Altgelt

mediate investigation; secondly, the correspondence and the retribution of relations with similar great institutions of other countries, wealthier or more advanced, in which form the foundation of the University of La Plata will have given its most valuable results. All these establishments possess the required conveniences, as we have found by the transitory existence of several students who have installed in its vast subterranean laboratories, complete and special investigations of their own. In the bottom story of the Observatory, under that occupied by the big instruments, there is a space suitable for such residence, and for the installation of laboratories and cabinets, where they can follow for all the necessary time, with the aid of those elements, the investigations that may be desired, whether directly of the heavens, or of the atmosphere, or chemical or spectroscopical analysis or others that are so much wanted in our country, relative to the different phases of our national life.

I must however treat further of the regimen under which the new college is to be founded. There will be combined therein the actual form of outdoor pupils with that of the modern indoor pupils, or that of residence, already described, the excellent educative qualities of which are doubtless, even if its success depends on the happy combination of its different elements. The corresponding plan will shew at the first glance

the fundamental difference between the old and the new indoor system, the one monkish or under hospital form, and the other social and free, as destined to youth that utilise it as a form of collective education and as a means of personal study. Consequently we have suppressed, as in several colleges in Europe, and more especially that of Normandy, the common dormitory «focus of abuses of vices», and we have adopted the independent room where the pupil can be as if in his own house, and where he will work alone during the hours that he be not under the immediate direction of the professor. The independent room also offers other advantages from a moral as well as a hygienic standpoint; the pupils can there dress without provoking indecent looks or manners, and without being obliged to support them. The author of these words makes further observations, that I think it useless to copy, as we are acquainted with the history of the old boarding schools suppressed in 1878, by reason of the abuses proved to have been committed, and when it is known that our Southern race differs very greatly in multiple aspects from the Northern races, and more particularly in moral customs and ideas and in the means of suggesting them or defending them. The means of conciliating the educational indoor system with the material conditions for carrying out the same, was a question of money, and this

REFERENCES

1 *Dormitories*
2 *Verandahs*
3 *Corridors*
4 *Dining-room*
5 *Office*
6 *Servants dining-room*
7 *Servants bed room*

National Coll

RES

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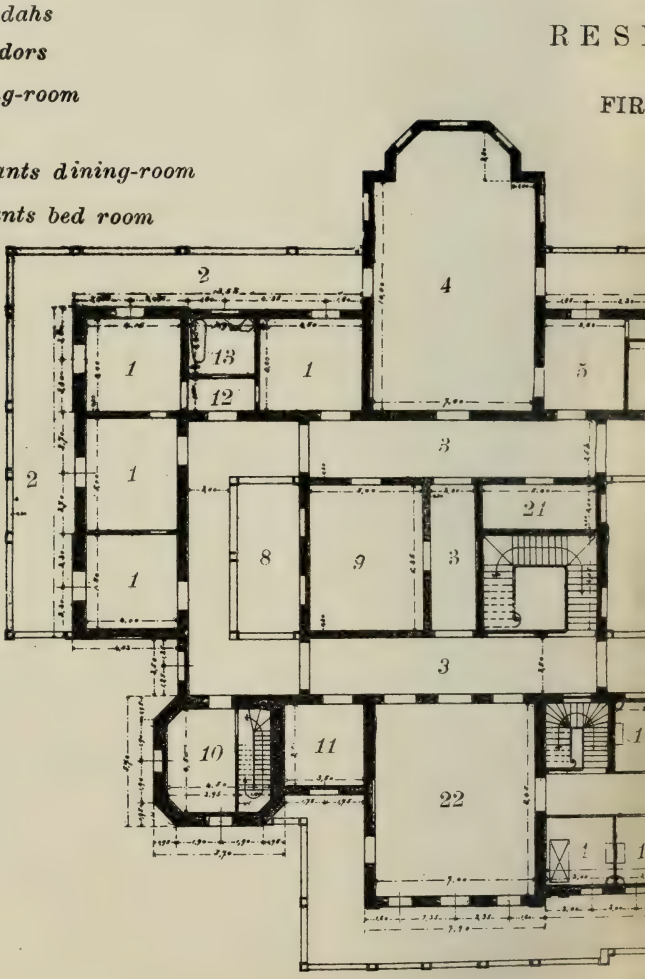
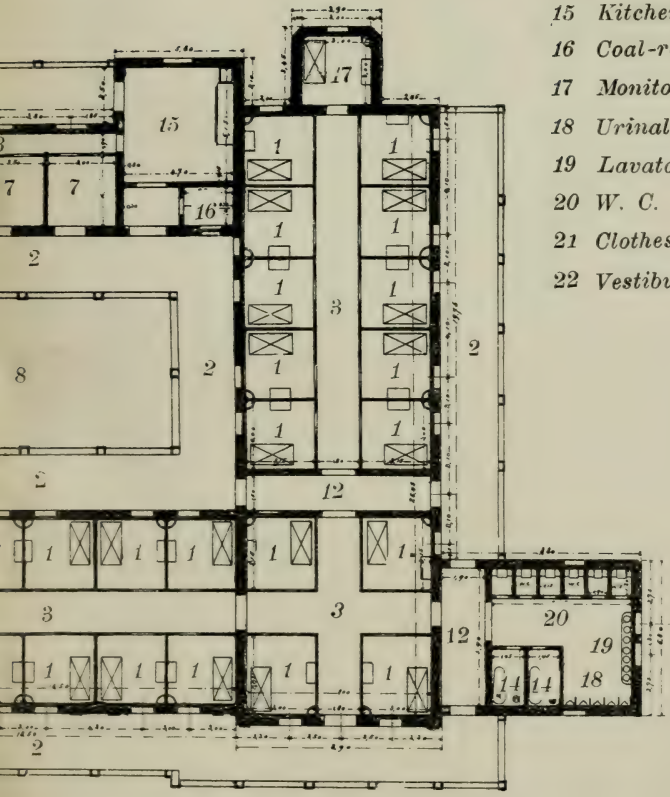


OF LA PLATA

NCES

OR

8 *Light*
9 *Billiard-room*
10 *Library*
11 *Bureau*
12 *Passage*
13 *Toilette*
14 *Bath-room*
15 *Kitchen*
16 *Coal-room*
17 *Monitor*
18 *Urinals*
19 *Lavatory*
20 *W. C.*
21 *Clothes-room*
22 *Vestibule*



Buenos Ayres. February 1905.

has been arranged, relative to La Plata, by the donation of 24 hectares of land in the Park, and by the resources provided by the national law, that included the National College of that City amongst its benefits, and in this way we realise a double conquest, one purely institutional in making possible amongst ourselves a college on the American or English style, and another by offering to the great number of families of the Province of Buenos Aires, and even of others, an establishment for study and social education, where they can send with every confidence their children, from 12 to 14 years of age, without the natural uneasiness respecting the dangers resulting from careless or insufficient teaching of the boarders or of the boarding houses or other places exposed to erros, as unlooked for as deplorable in great populated centres.

Respecting the first point, that of residence, another notable speaker of the same International Congress before referred to, Mr. Casey Thomas has said: «The American College in its most perfect form will be a college for residence. We have come to understand that the best results of college life can only be obtained when the student lives his scholastic life amongst his companions. The English college for boys is unique amongst the institutions of the word, and its most refined product, the English gentleman, prepared amongst his equals

for Social and political life, constitutes the admiration and aspiration of other countries. In the two cities of Oxford and of Cambridge separated from the exterior world, amongst green meadows and middle-age buildings, of wonderful beauty and charm, this educational process has been carried out during hundreds of years and has produced the men of thought and of action that have controlled the destinies of the English speaking peoples. The highest type of college life seems to be that of semi-reclusion in scholastic groups and of the intimate and agreeable association with other youths of the same age and with professors that dedicate themselves to teaching and investigation».

I could not have defined with more precision or clearness the patriotic intentions and the practical means that I have just sketched and on which are to be founded the plans adoptep for the National College of La Plata, not only with a view to its own and independent object, but also in its relation to the universitary nucleus, for which it will serve as a preparation.

MUSEUM — PRINCIPAL FRONTAGE

THIRD CHAPTER

Of the University Organisation

I desire now to roughly sketch the constitution and the object of the different schools that compose the University, always on the basis of what actually exists, as I have already explained, and with the object of not introducing further modifications than those rendered indispensable by the progress of science, either in the institutions themselves or amongst the professors, and I shall now endeavour to describe the organisation according to the manner in which it should be definitely established.

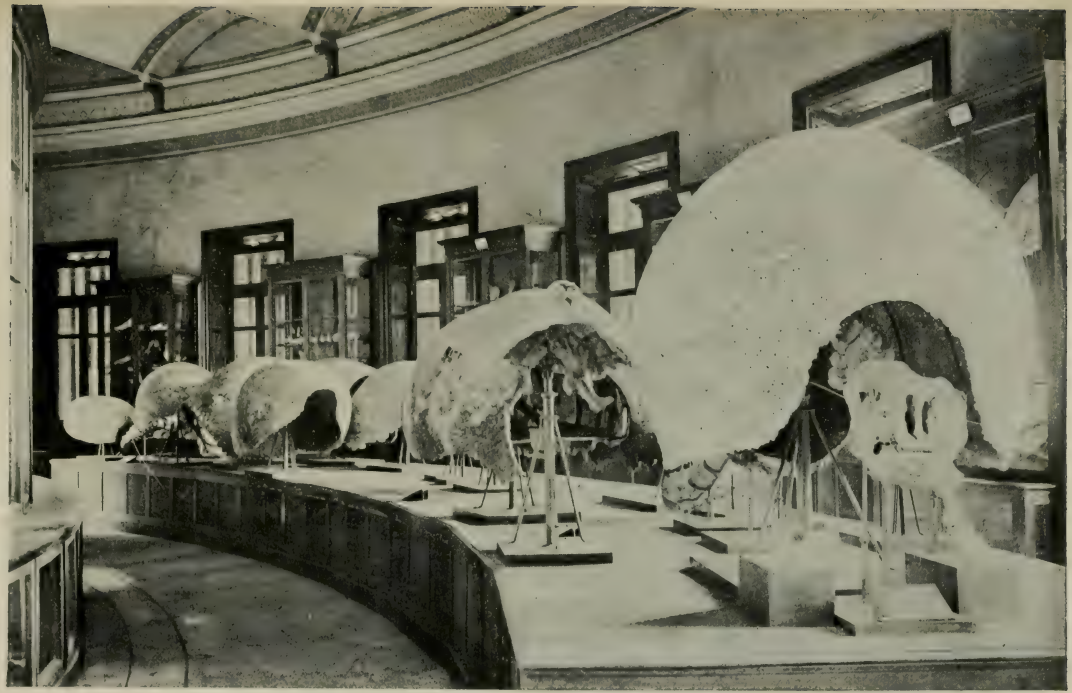
However, I do not believe that it is suitable in the first document relative to its foundation to enter into all the details of its internal organisation, but rather to establish the basis and indicate its object and end, as far as they may be of a permanent nature, so as to avoid in the future, different regulations that would alter the original idea of its foundation. Each one of the different colleges should possess its technical body of professors, and this dependent on the internal regulations according to which the instructions

shall be given and the original ideas developed. As I said to commence with, the prime object is that the establishments that at the present moment do not provide scholastic instruction, such as the Museum and the Observatory, be transformed them in Universitary schools or higher scientific schools for instruction in the science that they actually practice and for which they were created, and that the other existing colleges shall change their forms and programmes so as to be incorporated to the universitary movement and progress of the day, required by the necessities of the country, and by their new corporate existence, rendered necessary by their future participation in the University.

1.—MUSEUM AND COLLEGE OF SCIENCE

As Your Excellency knows, the Museum was formed in 1884 by the donation of the collection it possesses made to the Government of the Province by Dr. Francisco P. Moreno and with the idea of forming something similar to the Smithsonian Institution at Washington, for the purpose of official scientific investigation in the same form as at its comencement was the National Academy of Science at Cordoba; and you also are aware what great services it has rendered to the country and to the Province since that date, and how far its original material and action have been extended. On

MUSEUM — SECTION PALEONTHOLOGY — SKELETONS



MUSEUM — PALEONTHOLOGICAL SECTION — GLYPTODONS

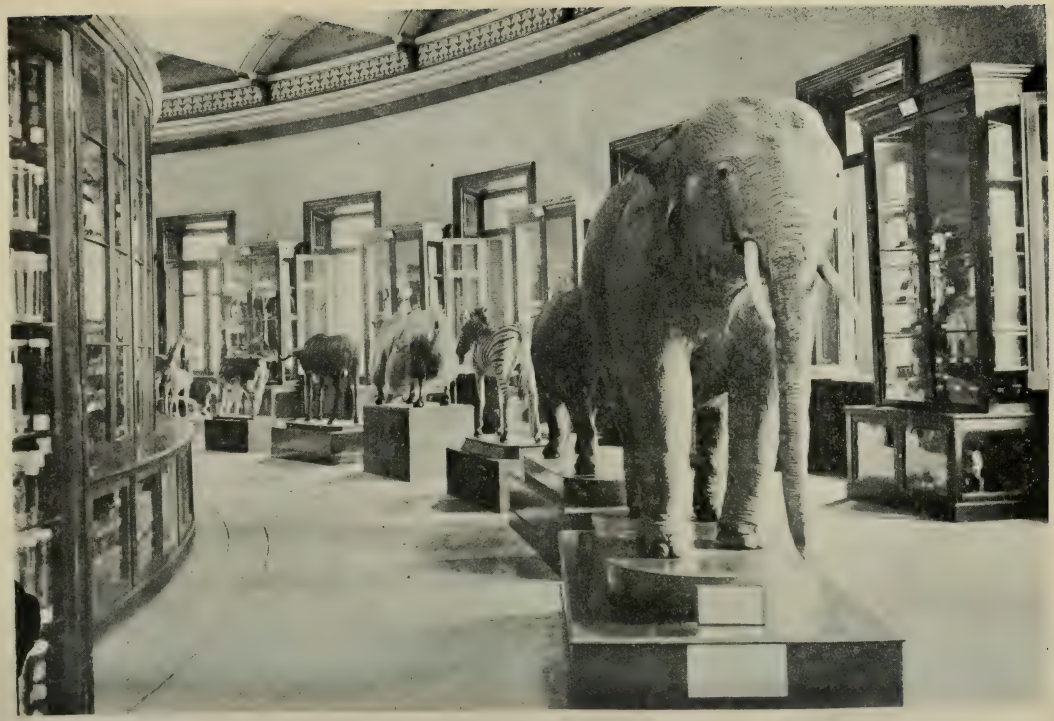
the basis of its actual collections and employees we can, without any great changes for the moment form there a real college or scientific school, by simply calling together the scholars that to-day it has not, giving the order, and demostrating the positive advantages that may serve as incentives, and in one word, conferring on it universitarian personality with all its classes.

Undoubtedly, owing to its actual importance and the sort of scientific elements actually at its disposition it would be the fundamental college of the University, that which would give to it its principal character and vhich vould form the strongest focus of cooperative life, until the others have developed themselves and arrived at the same importance.

On these foundations, and adding thereto the actual classes of the University of La Plata of Chemistry and of Pharmacy, as well as several subjects of exact and applied science which would form together one sole organisation, we would thus have a vast nucleus of studies sufficient to attract candidates with the exclusive interest of knowledge, on one hand, and on the other hand, through professional interest, because experience has shown us that the actual school of pharmacy carries out its object within the requirements of the Province and that the museum building underground and even in the principal stories can lodge with commodity these new classes if it were ne-

cessary to bring them together owing to their natural affinity and to the reciprocal cooperation of their elements; but relative to the principal nucleus, the museum vould preserve its double character as an institution for instruction, for investigation, and for practical work: and these objects can be realised conjointly, because the pupils that belong to it will take the same part in the explorations, journeys, and other work to be done, as their professors, adopting a fruitful modern method.

At the same time, with a view to exteriorise its scientific action, it disposes of annexed installations for the printing of its works of any sort, to produce models, reconstructions, analysis, and all that may be required by its multiple teaching and experimental labour, amongst which we can accept as a happy opportunity the chance of making use of their engraving establishment with the object of teaching such a useful trade. It is natural to suppose that for all this the nation will provide the museum with the necessary resources to extend its action to all those points of the country to which so far the investigators of Buenos Aires or of the National Academy of Cordoba have not arrived in a mutual task of the study of Argentine nature. The different classes of instruction that separately or conjointly should be given in this institution will be those, that under a synoptic form



MUSEUM — SECTION OF ZOOLOGY — MAMMALS

MUSEUM — SECTION OF ZOOLOGY — MAMMALS

I enumerate later on, in the supposition that present Faculty of Chemistry and pharmacy will enter to form a part thereof, being in reality a dependency, and in relation with the other natural sciences that form the technical basis of the museum. Moreover, the latter possesses installations and accessory elements such as its engravig establishment, that for the preparing models and zoological collections, as well as of botany and paleonthology, the library and the picture gallery, all of which form special applications or derivations of the multiple work of the different sections and also has its well known publications which render necessary a considerable exchange service, beyond that work caused by editing and preparation. In my opinion this alone forms a real University as understood in England and in the United States, where these sort of institutions are not only superior scientific schools but also centres of work and natural investigation, as well as for the numerous practical problems that are bound up with the life and with the economical and social future of the country. This organisation which I may call the Faculty of Science constituted with the museum as a basis, will include the following branches with professors that will hold chairs, with laboratories or with ground for experimental work, in which the pupils will take part accordig to their vocation.

	Divisions.	Subjects.	Applications.
MUSEUM – *Institute of Faculty of Science*	1. Natural & Antrhopolical Sciences	1. Geography	a. Topography. b. Maps and reliefs. c. Explorations.
		2 Geology	d. Investigations of the ground, geological survey. e. Mineralology and Mining Scienee.
		3. Paleonthology	f. Bacterial and microbiological analysis in the laboratory.
		4. Botany	g. Modelling and preparation.
		5. Zoology	h. Scholastic collections.
		6. Anthropology	i. Engraving and typographical rooms.
		7. Languages	j. Review and annals of the museum. k. Library. l. Picture gallery.
	2. Chemistry & pharmacy	1at. year –	1. Applied Botany. 2. Organic and Zoological pharmacy. 3. Inorganic chemistry.
		2nd. year –	4. Hygiene and practical work. 5. Practical pharmacy, first course. 6. Analytical chemistry.
		3rd. year –	7. Practical pharmacy, second course. 8. Organic chemistry. 9. Biology.

MUSEUM — SECTION OF ZOOLOGY — SKELETONS

The internal rules, and plan of studies and the regulations for teaching that will be formed later on, will give a better order to these subjects, will fix the divisions in a more concrete form, and the simplifications, and will fix the issue of scientific or professional diplomas which will be given by the University as an official corporation; and at the same time will form the regulations for the use of the workshops and collections of the museum according to their several objects.

Amongst these objects merit special mention the geographical investigations and explorations and those of geology, paleonthology, arqueology, which will give it the same character as that of the celebrated North American Smithsonian Institution, to which the Republic of Washington owed so much of its prosperity, for the reason that it undertook and continued wi thout interruption the study of the soil of the country, placing the results at the disposition of the scientific world, which transmitted them to the industry and to the economic forces of the nation. At the same time, however, that the professors give their classes in the house, they can spend their holiday time, as in other countries, in expeditions of such a character as to enrich the lessons given with practical observation, and the collections of the museum with new findings from the vast extent of unexplored country.

2.—The Astronomical Observatory

The Astronomical Observatory follows next in the order of scientific relation, to the museum, which, having been constructed for the purposes of scientific investigation and for other ends, more practical and more directly useful to the Province, it should be converted in a school for such science by merely charging its professors to admit pupils and to give the corresponding instruction with the help of the rich instruments they possess and which are actually little less than abandoned, from that point of view, and even from the point of view of their material service. The different buildings which form the whole of this establishment are provided with the necessary elements for teaching and are arranged in such a manner that there is room not only for the instruments, but also for the pupils who can thus dedicate themselves in a perfect manner to study these southern heavens, the climate, and the other charasteristics of the life of our society and of nature.

In no school in this Republic is astronomy and similar subjects, or those derived therefrom, taught by practical methods, for the reason that it is not easy to build observatories nor to supply all colleges or classes for the study of these subjects, with the instruments required in order to study them seriously and

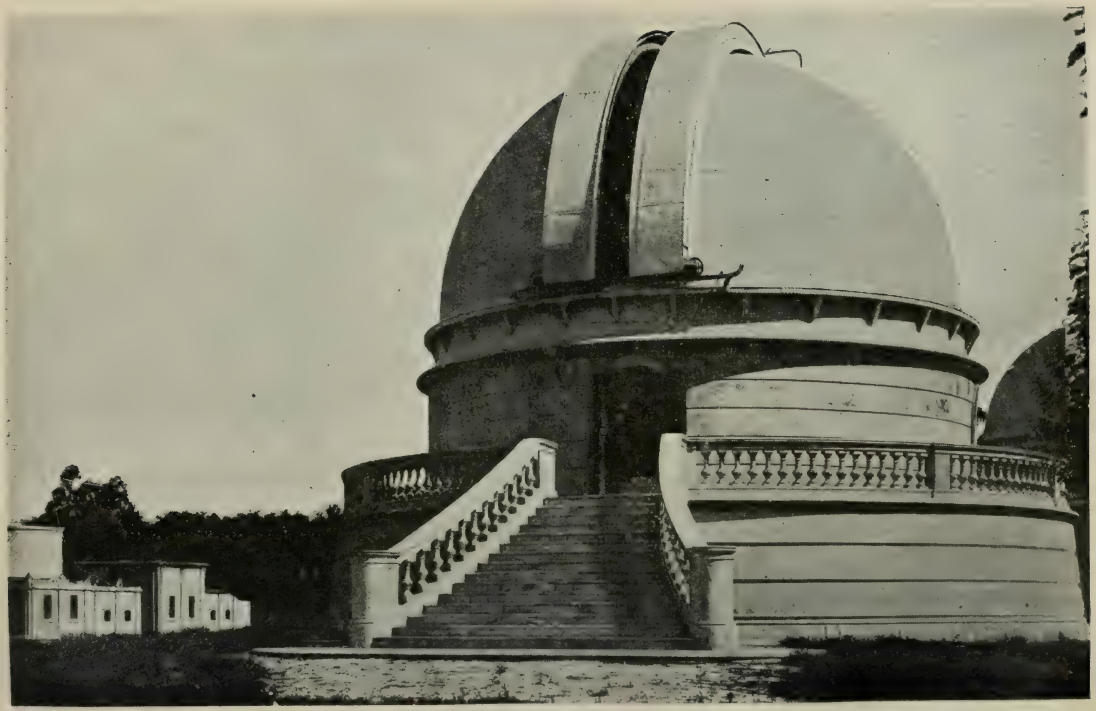
OBSERVATORY AVENUE

GENERAL PROSPECT OF THE OBSERVATORY: INSIDE ASPECT

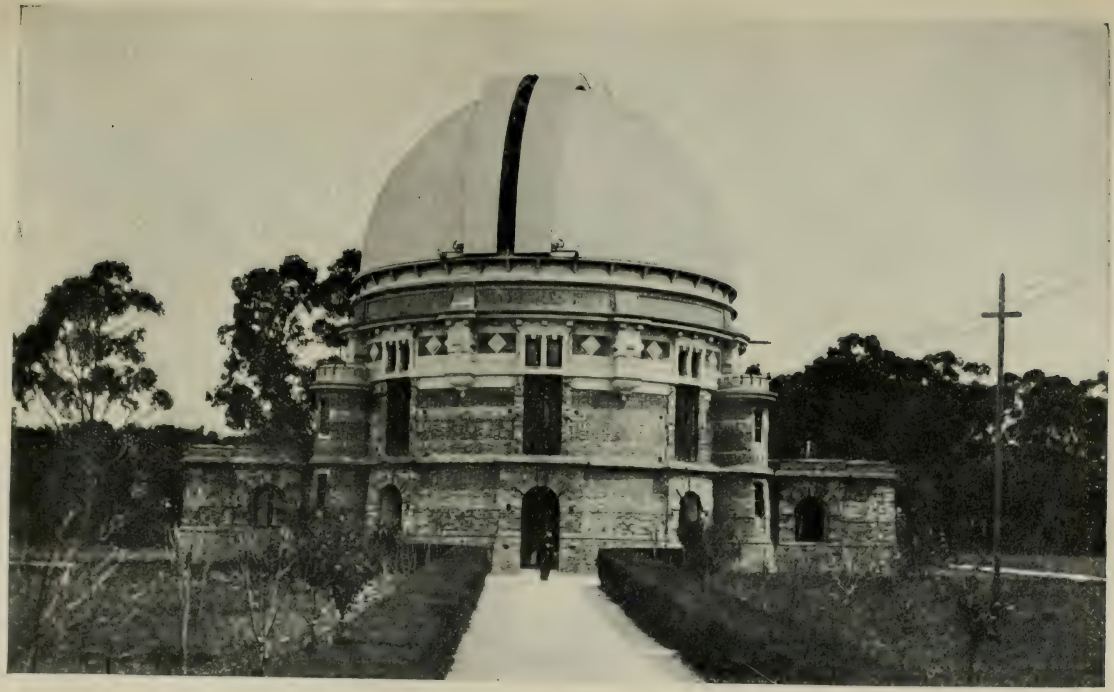
with results. The situation of the buildings or of the interior departments, allows of the organisation of a higher and experimental school of these subjects, which would be the only one in our continent, and which would attract the current of astronomical study, based on a high and scientific interest, which our people would understand better every day, as science becomes more general, and as they commence to understand the practical relations of common life, of industry, and in short, the condîtions of the different human groups in the diverse regions of the planet they inhabit, with the permanent and accidental phenomena of the heavens, and the conditions of the atmosphere they breathe and the ground on which they live.

This is the origin of the natural division of the different studies of this school; astronomy properly so called, meteorology, magnetism, seismic science and other correlative subjects, which form the necessary divisions of this corporation, which form such an important part of our great university corporation; and if to all this we add the work and the accessory application of each subject, we can lay the foundation of a new scientific institution whose central focus will be astronomy, around which we find diverse subjects of scientific knowledge in the same manner that in the heavens the planets revolve round their suns. In the museum as well as in the observatory we

must establish in a permanent manner methodical work, the object of which shall be to place them in communication with the exterior world for the purpose of instruction and usefulness, and in this way, not only will they transmit, as they have done up to the present, their useful observations to report, to industry, to the public offices, and to society in general, but they will also contribute to the higher culture of the people by means of the imperceptible form of the extension of science, by means of the periodical publicity which will link this institution with others of its kind, and will thus constitute a delicate mechanism susceptible of feeling the least susceptible pulsation to transmit such to the people of the Republic. The few students which may attend the observatory as a school for astronomy, will participate in all the operations of the same, according to the subject they may study, as a form of practical instruction. The observatory, as well as the museum, will work in its double form, firstly as a higher school, and secondly, as a centre of observation of universal interest, and this is a contingent that the Republic offers to the civilised world, through it, as that of Cordoba has already done by means of its well known publications, which has also been commenced in the annals of the observatory of La Plata, whose publication was suspended on the absence of its director, Mr. Boeuf.



OBSERVATORY; PAVILION OF THE REFLECTOR FOUCAULT GAUTIER



OBSERVATORY: PAVILION OF THE TELESCOPE GAUTIER

I believe that this school, dedicated to study and to the cultivation and teaching of the most beautiful of all sciences, as this has been called, would be the most important focus of attraction towards the City of la Plata of those intellectual elements, which in other countries of ancient culture, do su much honour to the peoples that stimulate and sustain them, in exchange for the inestimable prestige that they confer upon them. The present provisional organisation would change it, according to the idea of the Executive Power, into a special college, which would offer to the university its instruction and experience, and at the same time would receive such impulse as is derived from the combination of resources, iniciative, and reciprocal direction and stimulus.

3.—Faculty of Agronomy and Veterinary Science

I have but little to say of the Faculty of Agronomy and Veterinary Science, which enjoys a relatively prosperous existence, owing to the good intellectual and material elements with which it is endowed, and the evident usefulness of its classes to the Province and to a vast region of the Republic. Its actual organisation, its plans of study and its disciplinary reglations, are good, and with the short work of correction and simplification by its academical

body, it will be able to continue its beneficial work for the rural industries of this country, destined to such an important development.

Doubtless the National Government will encharge itself with the termination of the buildings under construction, but almost in ruins, which, however, are sufficient to render this school one of the best, where youth from all the Provinces and from neighbouring countries can come for practical preparation such as that which the Nation offers in universities similar to those of the United States and of England. These important sacrifices can advantageously be brought to aid the University of La Plata, which, once possessing sufficient material elements, would soon place itself at the same level as that of most reputation abroad.

Since the Executive Power of the Nation took it under its charge, several transitory modifications have been made before its definite universitary constitution, such as the incorporation of the School of Santa Catalina, for whose separate existence there was no reason, when there existed the higher Technical Institution in La Plata, of vhich it could only serve as a Department for application or experiments, even if it had more useful and professional objects, and it is suitable, not only from this point of view, but also from that of its mere general servíce in the vast field of action in which it is established, it is to say, that of serving as

FACULTY OF AGRONOMY AND VETERINARY SCIENCE; PRINCIPAL FRONTAGE

FACULTY OF AGRONOMY AND VETERINARY SCIENCE;
NEW BUILDING IN CONSTRUCTION

a field for the experimentation of the rest; as a sort of refuge and healthy offspring to the occupations of University work. Thus the University of La Plata will have, like few Universities in England and in the United States, and like that of Cordoba before 1878, possessed in Caroya, a cultivated property, sufficiently ample to leave space for all sorts of expansion to the scientific institutions of that city. Te Faculty of Agronomy and Veterinary Science, forming an integral part of the University, would be organised taking as a basis its actual regulations and simplifying them in the following manner:

THE FOLLOWING SUBJECTS:

DIVISIONS	SUBJECTS	APPLICATIONS
I – *Agronomical Science.*	*1st year* – 1. Complements of Mathematics. – 2. Geology and Agrology. – 3. Meteorology y Climaterology. – 4. Agricultural Botany. – 5. Agricultural Zoology.	a. Chemical Manipulations. b. Lineal Drawing. c. Agricultural practice.
	2nd year – 1. Topography (irrigation and drainage). – 2. Agricultural Chemistry. – 3. Mechanics and Hydrolics. – 4. General agriculture. – 5. General Zootechnies.	a. Chimical analysis. b. Topographical exercises. c. Topographical drawing. d. Agricultural practice.
	3rd year. – 1. Special Agronomy first part. – 2. Arboriculture y Forestry. – 3. Agricultural industry. – 4. Special Zootechnics. – 5. Horticulture and gardening.	a. Chemical Analysis. b. Industrial Drawing. c. Agricultural practice.
	4th year. – 1. Rural construction . – 2. Vegetable and Microscopic Pathology. – 3. Special Agronomy, second part. – 4. Rural Economy and Accountancy.. – 5. Practical Veterinary work.	a. Chemical analysis. b. Practical medicine. c. Drawing projects. d. Agricultural practice.
	1st year. – 1. Methods. – 2. Biological physics and chemistry. – 3. Descriptive and compared Anatomy and Topography. – 4. Embryology and Histology.	

2nd year.—1. Physiology.—2. Medical substances and Pharmacy.—3. Pharmaceutical dynamics.—4. General Pathology and Pathological Physiology.—5. Pathology and hoof surgery and shoeing.

II—*Veterinary Science*

3rd year.—1. Special internal pathology.—2. Special external Pathology.—3. Experimental and operative surgery.—4. General Zootechnics.—5. Rural Legislation, economy, and Accountancy.—6. Obstretics.—7. Clinics.

4th year.—1. Contagious diseases.—2. Parasite diseases.—3. Bacteriology.—4. Pathological anatomy and Histology.—5. Inspection of meat.—6. Hygiene. Sanitary Police and Veterinary Jurisprudence.—7. Special Zootechnics and Exterior Zootechnics.—8. Clinics.—9. Practical Exercise of zootechnics and excursions.

1st year.—Inorganic Chemistry.—Physics.—Arithmetic.—Geometry y Drawing.—Generale practice in Agriculture.

2nd year.—Organic Chemistry.—Agrology.—Biology.—Accountancy.—Special Agricultural practice.

III—*Practical School*

3rd year.—Zootechnics.—Agricultural machinery.—Rural Economy.—Arboriculture practice.

4th year.—Dairy industry.—Rural constructions.—Veterinary practice.—Horticulture and practical gardening.

4.—The Faculty of Legal and Social Science

It is a general opinion, even if not confessed, in our country, that the legal studies in the National Universities are suffering a deep crisis, in which with tenacity and eagerness, we find combating the traditional and dogmatic spirit against the new and open ideas of contemporary science, which every day tend to make these diverse matters essential parts of a vast organisation. It is, however, explicable that it be so, in view of the persistence of the old scholastic order, which cannot free itself from the architecture natural to the universities of its system and which are represented by the invariable divisions of Roman-Spanish law, or French-Roman law, transmitted through imita tion to our institutes of higher study. Human Society has changed in its nature and customs at diverse periods, and its legal customs have done the same. Roman law Canonical, Civil, Commercial, Penal, and the law of Proceedings, Public Law and constitutional and administrative law, according to their respective codes, with more or less permanent additions called «Social Science», if we can so call what is amongst us taught as Political Economy and the Philosophy of law, according to the old school, are the subjects, which with more or less decoration compose the programme of studies of the Faculty of Law:

SCHOOL OF SANTA CATALINA; ENTRANCE AVENUE

SCHOOL OF SANTA CATALINA; PRINCIPAL BUILDING

but the science relative to human nature, to general life in its multiple aspects and particularly those relative to social organisation, the results of physical and biological conditions, in which facts are manifested under the form of permanent and variable phenomena, have not yet freely entered into our plans of study, perhaps not to decompose the inveterate combination which appears to have crystalised the academical idea governing its formation.

Nor do the real necessities of Argentine society appear to be satisfied either from the ethnological point of view, or from that of the fundamental laws, because there is no real study of the characteristics of our existence, antecedents or political formation, according to scientific laws, nor do we give to the analysis of our written institutions the deepness and the direction which is required, as some philosopher has said, to conform our political constitution with our real constitution, which has been the result of a voluntary agrement, of men, as a result of the fatality and the force natural elements outside the will of the legislators or of the political heads. Thus, civil law, stereotyped under the form of a monumental code, according to latin tradition of more than 30 years back, does not comprehend the new aspects produced in private relations through the evolution of ideas and legal forms. This is what has

occurred respecting matrimony, contracts, the transference of property and rights, the idea and regulation of property, and many other questions of equal vitality and importance. And we may be further surprised by the paralisation of dogma relative to penal law, which latter has received the greatest influence from the scientific spirit of the last century, and which it seems, will even go as far as changing the foundations of the idea of crime and of penalty, not only as legal or Philosophical ideas but also relative to the transitory conditions and special conditions of mankind.

Universities are in a traditional sense offices in which they despatch diplomas of capacity, or such as permit the exercise of the higher professions or such as interest the state in some way, as were those of colonial Spain, and like some that exist to-day, such as that of London; but in their real signification they are, centres of scientific labour, where the deepest and most vast problems of life are studied with a double object, the humane and the immediate object of the welfare and progress of mankind on earth; and in this manner, when they transmit to youth by means of instruction, the principles and knowledge accumulated, and induce them to continue for themselves, the endless task of investigation of the principles and truths of the future relative to the world and humanity.

SCHOOL OF SANTA CATALINA: INTERIOR AVENUE

SCHOOL OF SANTA CATALINA; IN THE WOODS

Relative to political science, up to the present moment the only practical translation of this subject in teaching, has been under the form of literal or analytic commentary of the text books of constitutional law, without remembering that these latter are an accessory to a profound historical and sociological law, independent of all written forms, and which sometimes has more force than the latter in determining political facts. In this manner we are accustomed to mistake the forms for the causes, the transitory phenomenon for the law productive of the same, and applying this artificial criterion to legislation and to state affairs, error is the consequence with all its sequence which is only corrected during the centuries with irreparable lentitude.

The modern university movement tends to the study of man, of society, and of the States, such as they are, and not only according to the conventional laws by which they have been educated, organised, and are maintained and governed practically; and it is precisely the legal and social science which reveals the hidden conditions which affect organisms within the material forms of written law. The universities which study and look for the remedy for all institutional deficiency; they which guard the treasure inherited from previous generations, are those encharged to watch over the future, and particularly by means of those faculties

which are in more direct harmony wiht the national spiritual and political life.

«The deepest and most exclusively national forms and tendencies have their focus in the schools, and here, more than anywhere else, the seeds of patriotism are sown, and character is developed according to national and ancient tradition. Every nation should look for its own salvation with a view to its own benefit, learning as much as possible from the example and experience of the others, but its responsibility commences and ends with itself, relative to the simple transmission of the knowledge acquired; when from there we pass on to the actual expansion of human knowledge and to prepare mature minds to take their part in the task of widening the frontiers of science, we necessarily pass the limits of the nation and enter into the common sphere of organisation of the world. Only there can the interests of civilised nations coincide, and on these basis can we harmonise the institutions that in every country have been organised with this object so that they may carry out their own mission as far as such be possible; such are, in a high degree, universities, they may have one or another form, simple or complicated ends, but this responsibility, duty and occasion, are theirs». (E. D. Perry. Present Problems of the University, Ed. Review. Dec. 1904.)

On the other hand our universities have not

had in view, and perhaps have not been able to, this supreme national interest, because owing to their origin in the first place, and afterwards to consummated facts; they have not cultivated literature and science of a universal nature or of an exclusive character, foreign to the particular condition of their region such as were the University of San Carlos in Cordoba, during two colonial centuries, and that of Buenos Aires, for a long time submitted to a similar tradition.

The spirit of free investigation, and of methodic iniciative and differentiation, have not so far penetrated within, affecting organic form or pedagogic development; but as I said, perhaps these two universities have not been able to realise these conquests, except in a partial and limited manner, perhaps because it would be to-day unjust to expect from them such transformation, when it is so difficult to break with such ancient tradition in a day.

On the other hand, our independent national existency scarcely counts for half a century, and during this time those institutions have been obliged to give their attention to supplying the country with men for government, justice, and administration; and we can hardly see the manifestation in the higher professional schools of medicine and natural phisical science, of the higher altruistic tendency to scientific investigation which is always manifest in the profes-

sional type that each school elaborates itself, with absolute independence of the work of the others. Relative to the colleges of law which I now specially study, the evolution has been almost imperceptible, and without pretending more than is possible and prudent, we cannot pretend that they should overcome the heaviness of their traditional existence, with a view to starting on new currents which they have not been able to know, for the reason that up to the present time they have been limited to the exclusive and domestic work of the professions. For this reason, and up to the time that the time arrives to try to reform those organisation which have their own form of existence and mode of increase, it is natural to take advantage of the foundation of this new institution for the incorporation of the Republic into the modern movement as far as relative to the higher studies of legal science, and of the social moral, political, and philosophical science, which latter, in order not to enter into complicated specifical denominations and respecting somewhat custom, I will only call «the Faculty of Legal and Social Science» even if it has to include subjects and ulterior objects of another nature, or to carry within it the germ of other faculties of a more special nature.

This is the reason for the grouping in this one institution of three different subjects; its own, the legal and social branches of science,

that of pedagogics, or professorate preparation, and that of Humanities or literature. Perhaps it would be better to say that in this experiment of a modern University, the Faculty of Social and Legal Science will be encharged with the up-raising and education of those two future Colleges, which some day will enrich and add lustre to its «alma mater», and to the whole Nation, as has occurred in other countries, and more particularly in Germany and in the United States, and Italy.

Respecting this, as well as respecting the College of Natural Science, which has as a base the Museum, I must say that this is not solely a legal formation, but that it has also its foundation on facts, because the actual University of La Plata is erected on the foundation stone of the Faculty of Law; and if it be true that it has not attained a high degree of development, as was just and desirable, this is owing to text fact already mentioned, of the identity of the course of studies with that of the University of Buenos Ayres, which has not permitted it to attract to its halls, by its own interest, pupils that in no manner can remain with it. This is precisely the reason for the existence of the new Faculty that I am describing, its fundamental difference from those of a classic and purely national character, without any of the richest and most fruitful element, that is to say the local and provincial charac-

ter, which has contributed to the notable greatness of the United States, with its different Colleges and Universities, products of each district or State, and subordinated to the respective social characters and institutional interests, with a view to the formation, by the aid of all the separate organizations, once in full play, of the vast and invincible mass of moral, political and economical interests that form the Union, or the Nation.

Amongst ourselves, we have proceeded in a contrary manner; if, on one hand the Provinces have practically formed the Nation, the latter has encharged itself with the almost entirety of the formation of their intellectual and economical being. Nevertheless, the natural process is the contrary one, and thus the National University of La Plata should establish and devolop it, by means of all its united forces.

As far as corresponds to the Faculty of Law, it should be constituted on the basis of the region in which it shall have its existence, which is sufficient to feed it with vigour, and to extend it subsequently by logical and natural influence towards vaster spheres.

From an institutional point of view, or rather from that of the study of the positive legal work to be carried out in its halls, the system will have to be developed from detail to generalities, from the immediate to the more dis-

tant, and evidenced in more common language, taking as a base local institutions, local social and economical circumstances, in order to arrive at the complete comprehension of the whole. And as from a professional point of view, there cannot be exclusively provincial lawyers, and from a scientific point of view there can in general only be jurisconsults, in general the material advantages resulting from this system, are the same as under the actual one, and at the same time it is doubtless, they are those of the differential mode, proposed, and which consists in rendering possible the formation in local groups of science and of professions, that will afterwards spread themselves over the diverse cities of the Republic, to divide with greater equity, the benefits of the higher culture throughout the country, and on the other hand, that from all its most distant parts may come towards the centre of national life, genuine representatives of the society of the interior, which express the natural truth in the bringing forth of legislative or other facts which will have effect like royal orders on the collective destinies.

The Province of Buenos Ayres now, like those of Santa Fé, Cordoba, Entre Rios, and some others at a later period, can aspire to this legitimate influence, especially when they have possessed the majority of the institutions, now property of the Nation, and their's has

been to a great extent the working out of the general education of the country.

I think that I have defined the organic outlines of the new Faculty of Social and legal Science, when I state that it will offer three classes of studies in correlation.

1. Legal studies with a view to the formation of men of law and justice, with sufficient education and culture such as required by a nation like our's, and by the Province of Buenos Aires, with its extensive administrative, economical and political development, and for the application of its own advanced institutions.

2. The higher studies of social, moral, and political science, as complements and extension of the intellectual ground of the former, in order to prepare them for the permanent work of legislation and of government, by the knowledge of the higher principles that govern the life of all human society, and the process of all legal form, and in a word, the study of the «science of law», conjointly with the study of the «legal forms», the former of which leads to the lucrative profession, and the latter to the desinterested speculation, in a patriotic and human form, which corresponds to every modern University.

3. The studies which form amongst the pupils themselves, whether professional or not, the professors of the same subjects for Colleges

and Universities, in view of the insatiable requirements felt all through the Republic of a body of teachers instructed in Science and in the Art of teaching, which in these days has become a real Faculty, owing to the Coordinate sciences which give it existence, but which we should commence here in its most simple forms; in short, as a very restricted group of subjects, to form the germ of a future College of Pedagogics, as to be found in the most advanced nations.

4. Lastly, in every University, and especially in those of a scientific nature, destined to produce a general type of high culture, we cannot omit to sow the seed of the Faculty of Philosophy and Law, which will come forth lateron, when the teaching and diffusion of the languages, bases of the two richest and most influential literatures, latin and greek, penetrate into their minds, when we shall possess real teachers and these shall have instilled in the scholastic mass, and into the country, the love requisite for the growth of delicate intellectual plants, for their fecundation and development.

At least, in germ, in every University should exist a School of Languages and Classics, because alone in them can be cultivated with calm, and intensity, far from the noisy to rent of scholastic democratic life, directed in the public mind, apparently, towards a practical mission and positive ends.

Using here the sinoptic form that I have adopted for other schools I will expose to Y. E. in the following schedule, the distribution of the studies of what I call the «Faculty of legal and social Science» of the University of La Plata, with its temporary complements of Pedagogics and Humanities;

A. Jurisprudence and Social Science

PROFESSIONAL COURSE

First Year

1. Introduction to Law. Legal Sociology.
2. Ancient and Roman Law; Historical and critical summary.
3. Civil Law (Code).
4. Criminal Law (Code).

Second Year

1. Civil Law (Code).
2. Commercial Law (Code).
3. International Public Law.
4. Agrarian Laws; explanation and examination of the national & provincial laws.

Third Year

1. Civil law.
2. Commercial Law.
3. Public provincial & municipal Law.
4. Civil & Commercial law of procedure, provincial & national.

Fourth Year

1. Civil Law.
2. Private International Law.
3. Constitutional, Federal & administrative law

4. Criminal Procedure, national & provincial.
5. Rhetoric & legal literature.

DOCTORATE COURSE

Fifth Year

1. History of the legal institutions of the Republic.
2. Criminal Science.
3. General Political Law.
4. Economical Science (principles & elements).
5. Science of Administration.

Sixth Year

1. Philosophical part of law.
2. Science of Economy (Social-industrial legislation, statistics, &c.).
3. Finance.
4. History of the english & North American Institutions.
5. Legal Anthropology.

B. Pedagogics

1. Philosophy of education.
2. History of pedagogic systems.
3. Comparative scholastic legislation.
4. Methods of natutal, legal, & social Science.
5. Practical pedagogics in the National College, and in the Normal School.

C. Literature

1. Philosophy of Art; esthetics.
2. Greek & Roman literature.
3. Spanish & American literature.
4. Critical history of the Argentine Republic.
5. Latin (six years).
6. Greek (six years).

After reading these schedules, and on reference to the preceding words, Y. E. will obser-

ve that they are not of an inalterable rigidness, and that on the contrary, they should be considered as representative of a more liberal regime in matter of organization and method.

The enumeration of subjects, not codified is generical and not concrete, so that the scholastic order may be changed according to the requirements of the times and of the sciences themselves, and so that the professor does not lose his iniciative in developing his teaching. Even within the list of subjects of a Code, it should never be understood that the study should be restricted to its letter nor to an unchangeable type of commentaries, but rather that the code is the inevitable guide, since it is necessary to know it with a view to its practical application and it should be studied by the light of contemporary science, of social changes, and of the jurisprudence and future of society. For this reason it is studied in the universities and not in the colleges, with a view to saturating the spirit in a scientific atmosphere and not to engrave it in the minds or in the memory like printed matter, by means of metal type. Following this same argument I can point out as an example for subjects that have not been codified «The Introduction to Jurisprudence», with its explanatory subtitle «Legal Sociology» which means that the subject has not to be understood in the same way as it was imagined or writen by one author or

another, such as, Ahrens, Giudice, Courcelle Seneuil, but as a general comprehensive base of all the permanent laws that gevern the formation, increase, and normal life of all human groups, from which comes forth the political and civil existence, as a fruit or as a logical condensation of those primary elements.

What I have just said relative to law in general, is applicable to other branches of study, to penal science, to economy, and to politics, which have neither fixed limits nor immovable outlines, but they extend themselves or contract according to the internal forces which affect, transform, agitate, strengthen, or destroy social organisations. The investigation which discovers the true law of existence and the science which defines and condenses it, form the most noble task of the universities, and in so saying it is understood that we can conceive no system having as a basis the conviction of the immutability of things and of facts, which would make the professor a mere automatic repeater, year by year, of the same lesson and of the same examples, even if he were to add in every class something new relative to what has happened since the former one. No; The university is a reflection in the world of science of what the life of the world is in reality, and all that that may pass the limits of this formula, passes of limits human understanding. For this reason, in this new house for higher studies, science must be the

director and the illuminating power of the regimen, whether relative to internal government or to the systems and method of instruction.

Before ending this part of my exposition, I should explain the meaning of having placed classes of Greek and of Latin within the plan of study, because perhaps on reading it literally, sufficient light is not thrown on their signification. This signifies that together with The Faculty of Social and Legal Science will exist a complete school of latinity and Greek, through wich will pass for 6 years such young men, that, on entering into the college or university, have already resolved upon their scientifical or professional career. Thus, when they register themselves in one Institute or another, already knowing the preparatory subjects reclaimed by each Faculty, they can also enter the course of Latin or of Greek, or both, according to their requirements. When forming the regulations of this instruction, the University Council shall establish the form, age, and other conditions that coincide with the general regimen; and the classes shall be simultaneous or alternative, according to this report, just as in the case of the course of Pedagogics, which following the same course of ideas, can be simultaneous or independent relative to that of legal Science.

I have believed and for a long time shall still believe that amongst us the incorporation

of the Latin and Greek languages, as permanent parts of the programme of instruction in the higher colleges, is impossible, as long as we do not possess sufficient professors of our own, both in number and the capacity to teach with enthusiasm and patriotism such disciplinary subjects; and these professors must be formed in our universities, because, on the contrary, we shall always depend on a foreign dogmatical, or party spirit, and we shall be wanting in this national spirit which will make Argentine professors, forged on the anvil of Argentine universities, real educators and cultivators of the collective spirit of our future society and race, which is in constant evolution. With this object, the school for classic languages, will be really an experimental garden, and could not be better placed than in its maternal college, that of philosophy, literature or humanities, in which those first elements find their greatest field for development; and these schools should be established together with the above mentioned Faculties, if we desire to obtain seasoned fruits, because if we hand over to others the preparatory task, it will always be carried out with a distinct spirit, and without a complete conception of the harmony and correlation of the successive universitary projects; and in that manner we shall have reestablished the just relation between the different ages or degrees of lite-

rary and moral education, and in its instructive or scientific part, it will be homogenous, and consequently susceptible of a subsequent and unlimited action and development.

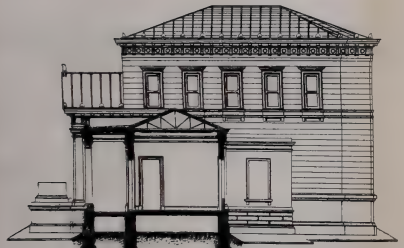
5.—The Secondary and preparatory National College

Although I have referred several times, with a different object, to what the National College of La Plata shall be, whose ample building will soon be commenced, it now corresponds to define its scholastic personality, and its partial function in the universitary organisation that I am describing. It can be understood that this being a National College, of the type common in the Republic for medium instruction, it cannot be much different from its fellows, because that would cause it to lose its character as «National», such as tradition and general Argentine interpretation has lent it; and as it should be, to a great extent, in the preparatory grade, a collection of higher grades when this transitory mode should be accentuated in it.

Therefrom results a forced necessity of conciliation between both systems, that is, that without losing its character as a College for teaching and general education, with the social and political ends attributed to the words of the Constitution (art. 67, par. 16) ordaining its

National College of La Plata

Building for chemistry-physics



TRANSVERSAL CUT

PRINCIPAL FRONTAGE

Buenos Ayres, February 1888.

Carlos Massini

M. Ortiz

studies so that they lead, ostensibly or virtually to the diverse Faculties.

It occurs to me, that the task is not so difficult as it appears at the first glance; I have a complete idea of these gradual relations relative to the Institutions that cultivate and transmit them, and within the limits imposed by that constitutional precept.

According to them, the colleges, schools, or institutes, where they offer medium instruction, cannot lose their character as teachers os instructors of a type of «national» culture, sufficient for the common objects of civilised life, to permit the successfull selection of special ulterior vocations, and in any case, to fit man, in the double sense, for his social and domestic destinies.

As the Constitution attributes to Congress the power to dictate the plans of Universitary teaching, without specifying that such should be dictated wiht uniformity of criterium or in a given form, the most natural is to interpret that precept as leaving it open to establish such universitary plans in the way that best answers to a high culture and scientific development, that are of their nature.

In the necessity of harmonising the different characters of medium teaching and leaving free the road to special sciences, the most efficacious and clear is to separate the University organisation from that of secondary teaching,

so that neither one nor the other suffers from the inherent defects of the former nor the latter from the useless and excessive specifications of the universitary course. Consequently the latter should contain within its plans or regulations, all the preparatory elements required by the different Faculties, for a consequent and immediate development of its speciality, as is the case to day, because there is none that has not included in its plan of studies, a special preparatory course, which it requires, and will always require, however far the higher Colleges may go in their instruction.

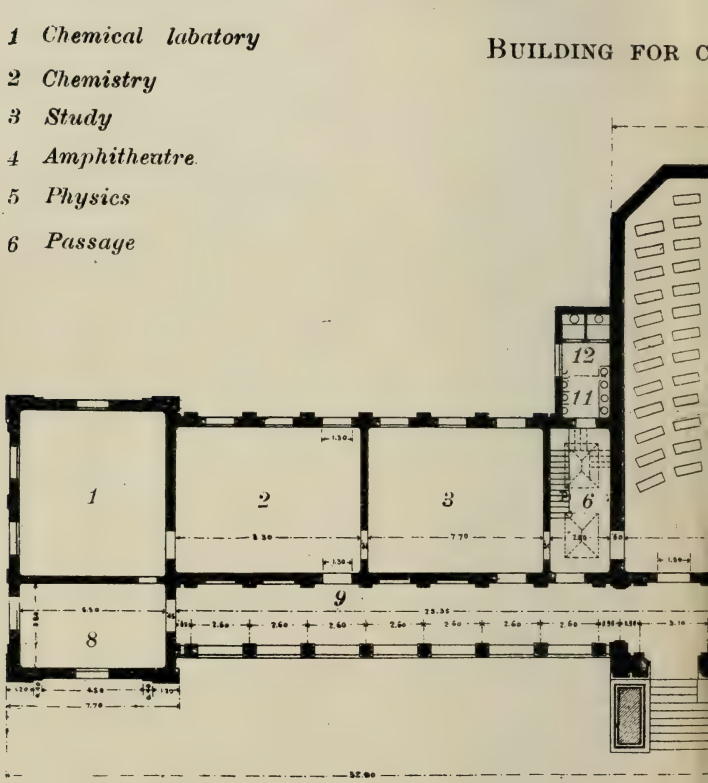
Moreover, however much these studies may be extended, they can never pass the limits of «elements» or «generalities», or of the preparatory subjects of the abstract or concrete sciences, so as to be sufficient for the necessities of practical life, or those special necessities of each one in his sphere. To pretend the contrary, would be to realise a lamentable confusion respecting the duties of the State towards public instruction, and introduce in its plan of studies, from the most elementary part to the highest, a strict and uniform course which would lead the pupil from the primary school to the University halls. In the meantime, the universal experience and the methodic classification of knowledge have coincided in this triple division of the same; primary, medium, and superior or special, within whose limits,

NATIONAL COLL

BUILDING FOR C

REFERENCES

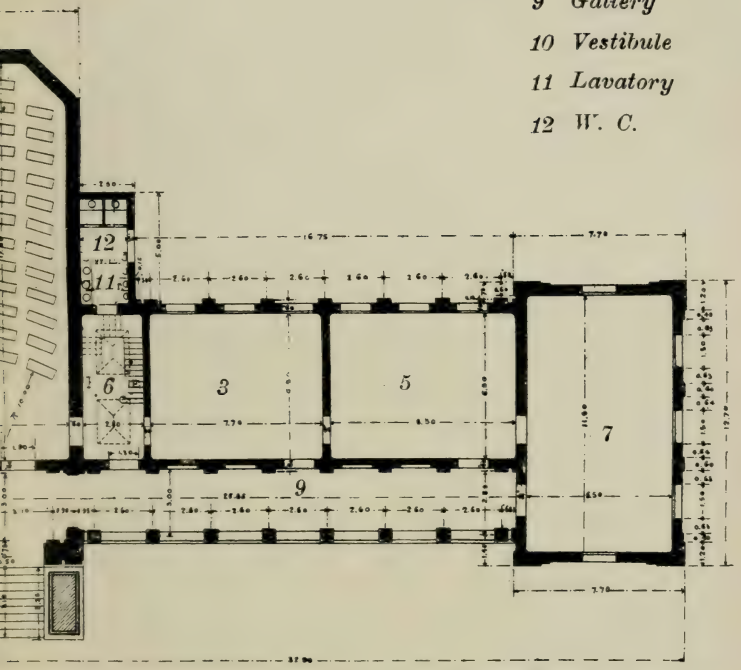
1 *Chemical labatory*
2 *Chemistry*
3 *Study*
4 *Amphitheatre*
5 *Physics*
6 *Passage*



OF LA PLATA

TRY-PHYSICS

7 *Library*
8 *Professors-room*
9 *Gallery*
10 *Vestibule*
11 *Lavatory*
12 *W. C.*



Buenos Ayres, February 1905.

Hobins Carlonimini

more ample or more restricted, it has been found that the different intellectual necessities of different epochs can be satisfied.

With these principles I can found my opinion respecting the nature and scope of secondary education, and in consequence of that of the National college, incorporated into the regimen of the University of La Plata, in the following deductions;

1. The National College should use the plan of studies used by the others of its class throughout the Republic, in its double character, general and practically preparatory.

2. It should adopt all internal modifications that may result from its participation in the universitary regimen.

3. Its discipline should be arranged in such a manner as to serve as experimental and practical pedagogy for the future professors of secondary teaching.

4. It should be a centre for permanent moral, social, and civic instruction, with aid of the boarding or tutorial system, whose mode of implantation is described in foregoing pages.

5. It shall contain all the elements to become a model af physical, rational, and complete education, in the way already specified,

Its organisation should be adopted to the diverse conditions which make it a university college, in relation with the different Faculties already established or that may be developed

from them. Moreover, this implies that the Rector and professors of typical subjects, should form part of the Academic body, intervening in its discussions, and interest themselves in its methods, studies, investigations, and other collective acts, and for this reason I classify it as a «model College», and unique in the system of argentine secondary education, because therefrom we may obtain in time fruitful experience wherewith to improve the medium instruction of the nation, a slower and bigger task than conceived and required by vulgar opinion, in its constant desire for novelties, inciting government to improvisation and errors.

Although not in the same and direct manner as the National College, the National Normal School for Girls, of the City of La Plata, will form in a certain manner, a part of the universitary body, as it will be open, with great benefit to itself, to the experience of the candidates for professorships belonging to the section of pedagogics of the Faculty of legal and social Science. They require this practise from the primary school or «Kindergarten» to study infantile physycology, up to the courses for teachers, to learn the methods of teaching of all branches of science which form the ordinary curriculum of our educational establishments.

Adding so these considerations the social participation of the teachers and scholars of the Normal School in the life of the vast Uni-

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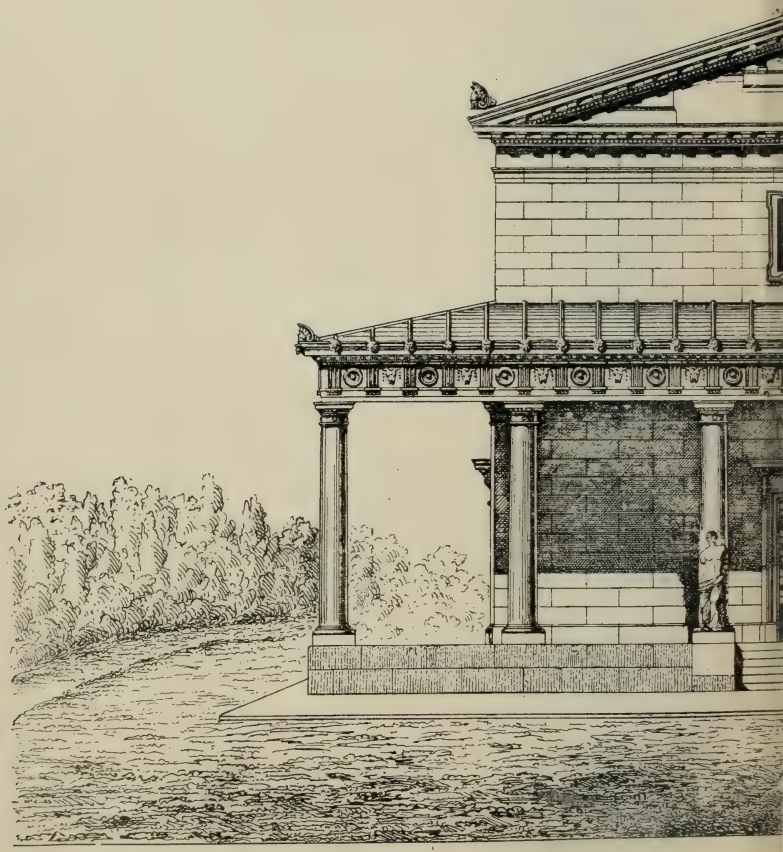

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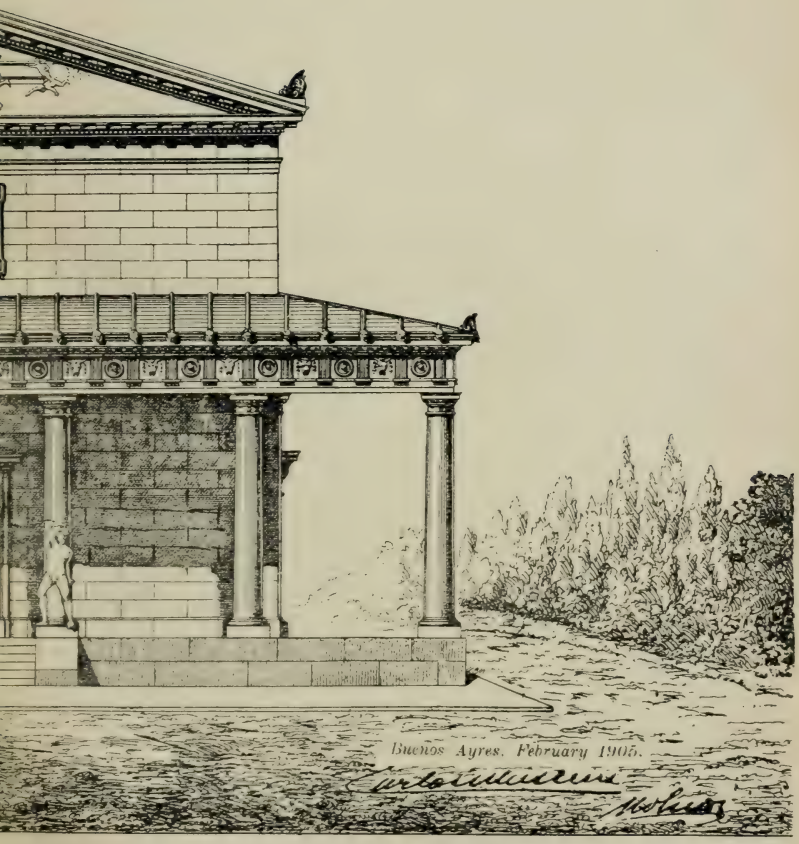

versity system, that will have the City of La Plata as a suitable field, we can comprehend the benefits that will accrue from all these combinations for the education and for the futureof the generations that may go there to seek the baptism and future confirmation of science and art, the freest professions and careers open to the intelligence, once it has been placed in communication with this road to all truth. Respecting the plans and programme of the National College and of the Normal School of La Plata, they are fixed beforehand, and will be incorporated as component parts of the body here created, and I do not require to reproduce them here, because they are well known by their respective teachers.

However, I should explain the infuence that these two establishments can receive from the general universitary government, influences which any case will be healthy, and acceptable by them, with a view to their adaptation to the experimental ends already explained.

6.—Library and University extension

I should be wanting in the detailed conception of the new University, if I were to omit the «extension», incorporated within a short period to those of most fame in Europe and America, as an expression of the direct in-

fluence of those great scientific centres over the masses outside, that do not attend classes; in short, the popular participation in the benefits of the instruction they give and which can be transmitted.

The means of carrying out this University extension, in view of the rigid and disciplinary mechanism of the existence of these institutions, for higher studies, have given diverse results; nevertheless, the following two systems have imposed themselves as the most efficacious, which comprehend:

1. Lectures given in an easy and elemental style, in an experimental or empirical manner, by professors of the different subjects, in rooms open to the public, at given periods;

2. The Library, the museums, collections &c. access to the material for study of which the University disposes, for the public, which can obtain from the reading on one hand, and from observation, on the other, the natural benefits of this intuitive teaching, under expert guidance.

But, beyond these forms of extension, imagined, or spontaneously born from the life of the great modern Universities, another innovation has been adopted in France, that would give the best results amongst us, and as we dispose of the Library and lectures, I include it in the system I am explaining; I refer to what its initiator entitled «inter-communication of science», or the study thereof by means of re-

NATIONAL COLLE

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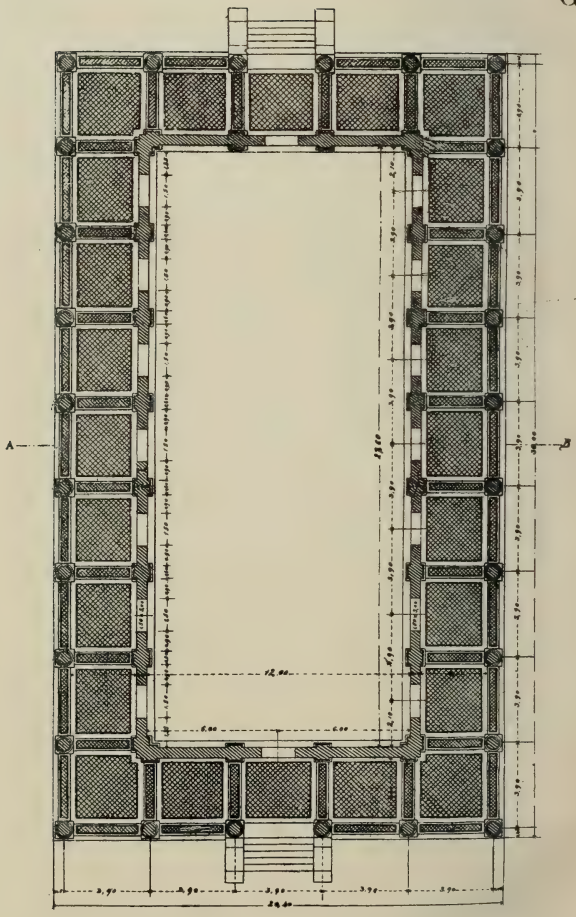

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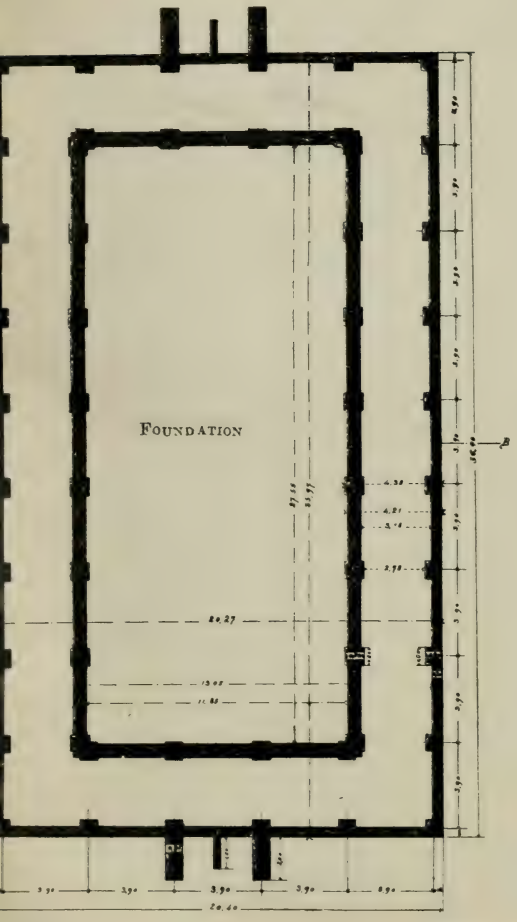


Buenos Ayres. February 1903.

ciprocal teaching by professors of all the Colleges to teachers and pupils. Croiset said in 1898, in the Faculty of Literature of Paris, «that with too great frequency the higher unity of science, established by the universitary bond, is only existent in a latent state, and it is necessary to make it felt». Every one attends to his furrow, without looking at his neighbour' s; the Council of the University of Paris has decided to remedy this state of affairs by a trial this year; professors of the different Colleges will give a limited number of lectures of a general character, directed to all classes of students, and in which each one of them will present to his hearers, already prepared to comprehend them, examples of the results obtained by their respective branches of science, with some of the methods employed for their production. He defined the university extension in its deepest meaning, when he said, «the universities, which above all should be centres of work, should also be focus of light; it is requisite that they should not shut themselves up, and that everybody should know what they do, and at what they are working. Only by taking advantage of the intelligent sympathy of their friends outside, can they attain a national value». (Revue de l'Ens. Sup. 1898, II. p. 385).

The part of the University buildings destined to the installation of the Library, in view of its independent nature relative to universi-

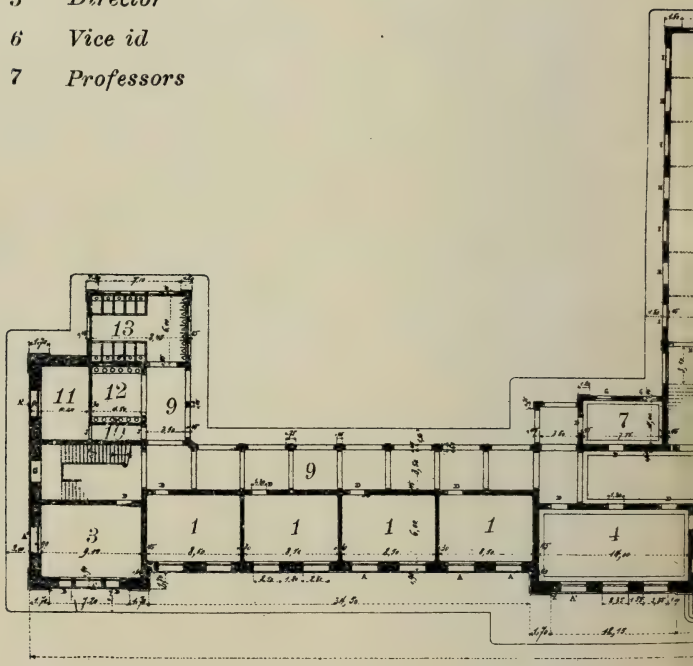
ty discipline, is suitable for this neutral, common or altruistic work, respecting the expansion of science towards society outside, in which this university nucleus will be developed. And if, as I hope, Y. E. consents to transfer to the Nation with this object, firstly, the actual Mortgage Bank building, and secondly, only for use, the Public Library, all this plan of University extension can be easily carried out, in view of the admirable suitability of that building for these ends. Without any doubt, the aforesaid Library does not possess the necessary elements, in order to become the centre of the new University life, and of the popular extension of the same, but on this excellent basis of notable direction and element it can be amplified by purchases and donations, until it possesses what is indispensable for its mission. I venture to insist on this point, because I attribute to it alone so great value in the development of this new Institution, as of the great institutes ceded, or whose cession is intended, because it would not only serve as a focus of light and scientific life for students and for professors, but would also maintain a strong current of sympathy and relation between the inner and outer world, from which the University will obtain its best energies to grow and prosper.

This however does not mean that the special libraries of each Institute or faculty incorporated, shall disappear or be mixed one with

REFERENCES

NATIONAL COL

1 *Class–rooms*
2 *Workshop for manual work*
3 *Modelling-room*
4 *Library*
5 *Director*
6 *Vice id*
7 *Professors*



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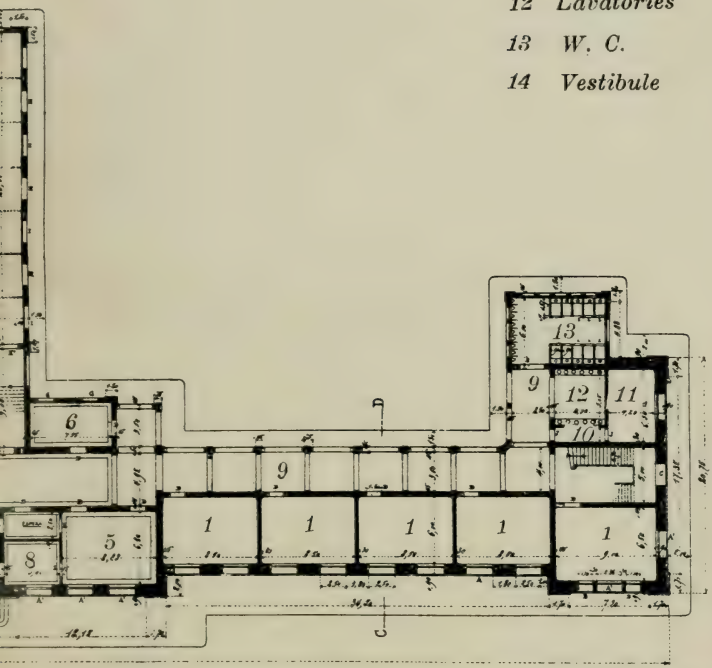
E OF LA PLATA

8 *Secretary*
9 *Gallery*
10 *Passage*
11 *Domestic*
12 *Lavatories*
13 *W. C.*
14 *Vestibule*



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another, because each one is limited to its special work, like the instruments of daily work for study or for investigation; thus, the Museum, the Observatory, and the Faculties will constantly continue to enrich it with their daily reception of purchases aud exchanges, which together with their actual collections and that of the central library, of wich I have before spoken, will form the great scientific capital of the University, accumulated by the gradual growth of its different parts, or sections.

FOURTH CHAPTER

Government and Administration

It has ultimately been noted in the discussion relative to the state of the Universities of the Republic, and even of those others of Spanish America, that one of the chief causes of their stagnation and decadence, is the excess of officials sometimes with the pretext of democratising its government and other times by the insensible burocratic increase taken by the lesser institutions amongst our people. In the same insensible manner, the place and time that they remain in the Universities, and that dedicated to study, lectures, investigation and practise, in short, to the intellectual life, is rather occupied by administrative work, that absorbs almost all the employs and resources. What really most suffers from this pernicious system, is the material resource of these establishments, as has happened for a long time since in the Argentine Universities, until the requirements and imperious necessities of the new methods have obliged them to perceive that by following further that road, they

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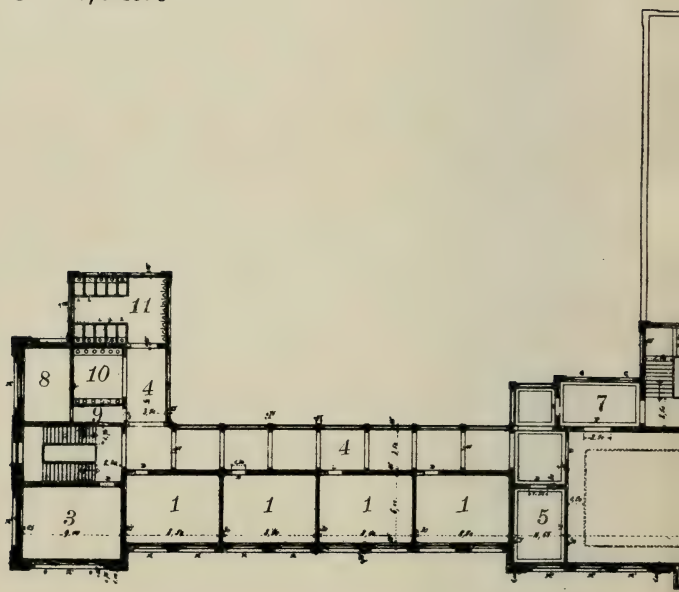
REFERENCES

National Coll

1 *Class-rooms*
2 *Hall for festivals*
3 *Room for drawing*
4 *Gallery*
5 *Professors*



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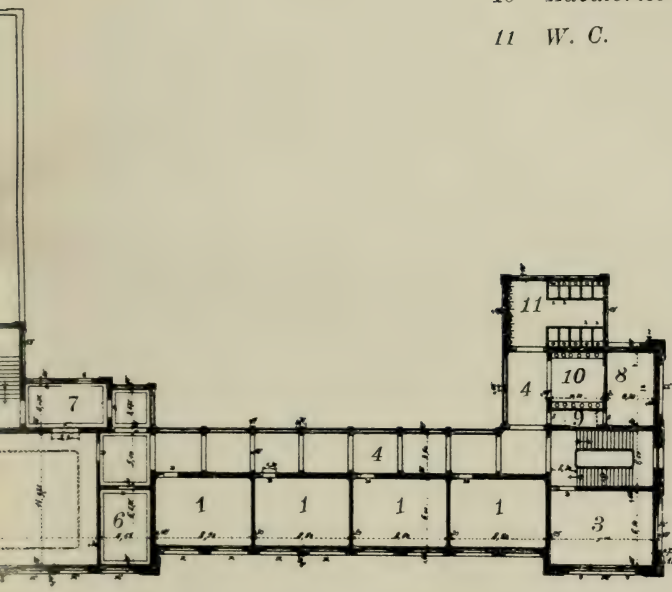
E OF LA PLATA

6 *Utensils*
7 *Vestibule*
8 *Drainage*
9 *Passage*
10 *Lavatories*
11 *W. C.*



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would remain in time buried, like the ancient cities, under several feet of dust.

Moreover, we have been able to note in the institutions themselves, how the academic bodies or councils have, little by little lost their scholastic or intellectual nature, and converted themselves into mere administrative bodies, for consideration of the matters of the daily existence of the diverse colleges. Instead of dedicating their attention with preference to the methods, to teaching, to scientific progress, and to the study of general problems, under the form of lectures, free debates, or other means of exteriorisation, their ordinary work was limited, beyond what we have already enumerated, to give their approbation to these, without reading them, to give forth regulations, limiting the healthy liberty of the scholars, both as their stimulus and method, thus producing coolness, widening the distance between the scholar and the school, between the pupil and the teacher, which a more prudent regimen would in the first case stimulate, and in the second, suppress.

If a University were formed by the sole will of the legislator, perhaps rare or theoretical formulae could be adopted, but in cases like that of La Plata, taking in to consideration pre-existing institutions, which should form part of the body of the University, the problem changes its nature, and presents itself with prac-

tical characteristics and requirements. Form the preceding remarks, it can be understood that it would have been great imprudence to destroy the already traditional personality and independence of each of these institutions which are to be incorporated, and they will lose their cohesion, their vitality, which latter has been developed under their primitive constitution and in the trials of a new organization, partially representative, and deliberative, and probably then the most effective of their initial forces would be lost.

Besides, in order to commence its existence and labour, the University of La Plata does not require this complicated machinery formed by the meeting of the academies, bodies of professors, interior commissions of different natures, and superior councils, each one with its statutes, rules, and different proceedings and formulae; even if at first sight we see how many useless wheels, inactive and perjudicial, are in movement in this machinery. From all this results a slowness in its productive movement, or its final annihilation, like that of a tree not cared for, in which the excess of branches produces its own death.

The least attentive mind perceives the idea of a great simplification, by means of the reduction of the governing body, or the administrators, in order to permit a greater expansion to the real intellectual work; and respecting

NATIONAL COLLE

REFERENCES

1 *Class-rooms*

2 *Application-rooms*

3 *Professors*

4 *Utensils*

5 *Gallery*

SECOND

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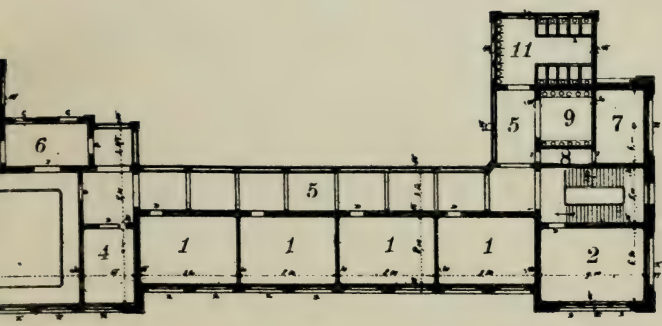
6 *Vestibule*
7 *Servants*
8 *Passage*
9 *Lavatory*
10 *Hall for festivals*
11 *W. C. & Urinals*



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the direction or material part, doubtless of importance, no one would have more interest in their rectitude, than those professors, who have converted each Institute into their own workshop, and study, which they have grown to like.

This necessity of simplification is even more evident because, as this is a new institution the less complications it has in its interior working the better for it. I believe that at the commencement, or at least during a long time it would be sufficient to have a simple combination of the sole executive authority of the doyen (Decano), Director, Rector, or whatever title may be given to the head of each faculty, institute, or incorporated college, together with the council of the professors themselves, met together in an assembly or in a partial council of any one of these sections. The Federal University system can be realised in that form, practically and efficaciously, because the body of professors, will be divided into committees according to the class of matter to be treated, and they will resolve by majority, and their resolutions will be carried out by their respective head, director, or rector, or transmitted by their own means to the superior council of the whole University.

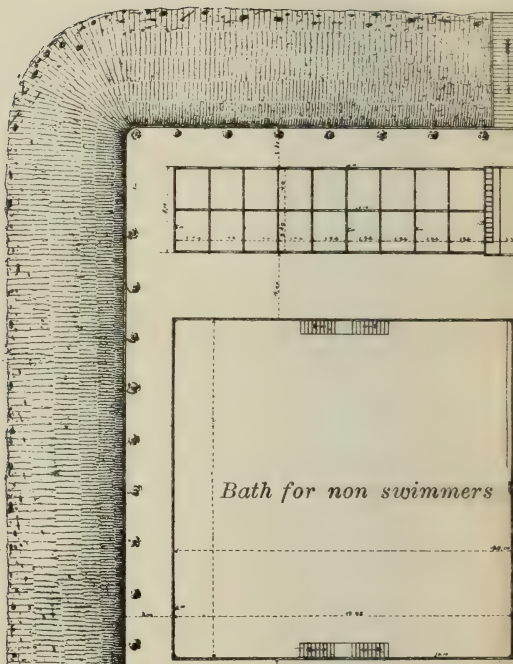
This superior council has also its organisation formed in the same manner, that is to say, around its president, which will also be that of the university itself, are grouped all

the chiefs of the different faculties or colleges which form the same. In this manner all the government of the same in matters scholastic, administrative, financial, or relative to the discipline of the university will be represented by the following authorities:

1. The President of the University;
2. The Superior University Council;
3. The Doyen (Decano) Director or Rector of each Faculty or Institute;
4. Academies or Facultative Councils or Professors, limited according to their subjects, or the number of chairs held by them;
5. A General Assembly of the Substitute Professors, in case such be named;
6. Administrative employees, and those of the Accountant's Department or monitors, Secretaries, Inspectors, and others of less importance, and those of the workshops, and of other auxiliary departments of the principal schools, Lecture Rooms, Laboratories, Workshops, etc., of whose detail it is not necessary to specify, because owing to the nature of their work they are placed under the direction of their respective colleges.

1. The President of the University

The superior, executive and representative authority of this corporation is the President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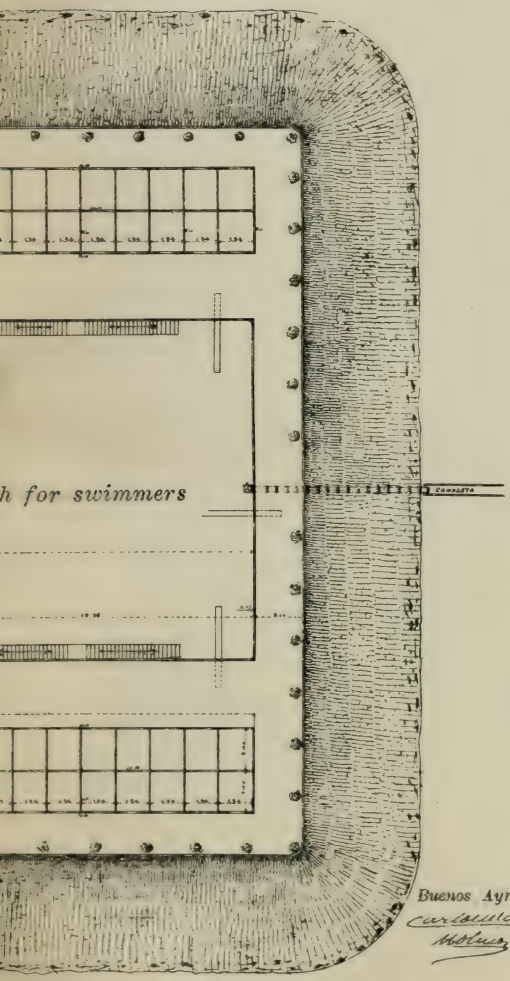

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of the University, or to a certain extent, what under the existing system is called, the Rector. This title is not exactly applicable to a functionary who does not exercise a direct or regulating action on studies, which is what gave the origin to this title in the old institutes for higher studies.

Under the present system of the division in different Faculties, which exist under their own internal regulations, the rector becomes, more the doyen (decano) or President of the establishment, although under the excessive organisation of our Universities he does not even hold that important office, because under him we always find a commission of inspection or of instruction or of discipline, which really fulfils his duties, from their delicate nature, the most difficult of all in such an institution. In the organisation projected for the University of La Plata with its different institutes, semi-autonomous constituted according to their own internal scholastic and disciplinary rules, a superior and unipersonal authority does not form in them a sensible authority but is rather a bond of union between the different colleges or institutes incorporated; and his worthy and estimable office, as it must be, is limited to the presiding of the higher council and of collective acts, and to maintain the cohesion and corporative spirit in all the institution, to contribute to its unity and personality, to iniciate and

to stimulate in the others a spirit of iniciative and progress in teaching, and to extend by means of his scientific and moral authority outside, in the Province and in the country the influence of the university and of its different departments.

Undoubtedly, modern ideas do not now admit of a President restricted to the disciplinary work of the lecture rooms, which belongs to the professors or to the authorities of each Faculty, and requires therefore high intellectual personages, that in themselves represent the culture realised or promised or at least, an undoubted capacity to direct towards a higher development all the dependencies which form the university; this is in short, the external exponent of the institution, not only relative to the other corporations, but also to the National Government and to the scientific world and who will watch permanently all that may be done there to benefit human knowledge and civilisation.

The President of the University, said Mr. Elliot, the famous President of Harvard is in the first place an executive functionary ; but being at the same time a member of the central governing body and of the governing bodies of the different faculties, he possesses in all discussions the influence which he deserves, owing to his greater or lesser intimity with the University, or to his greater or lesser per-

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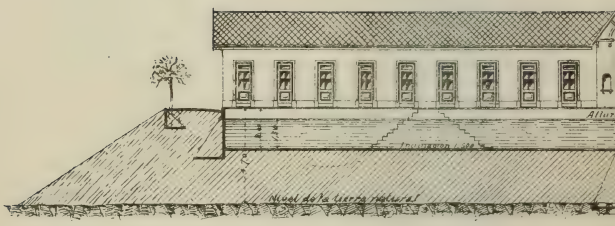

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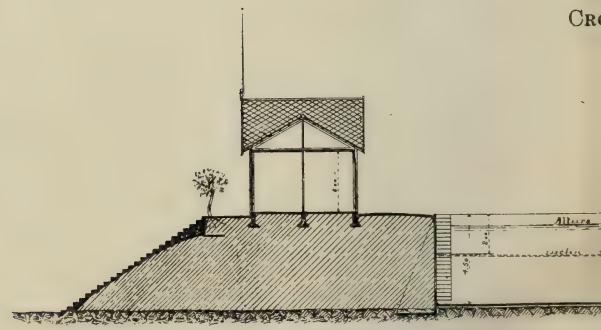

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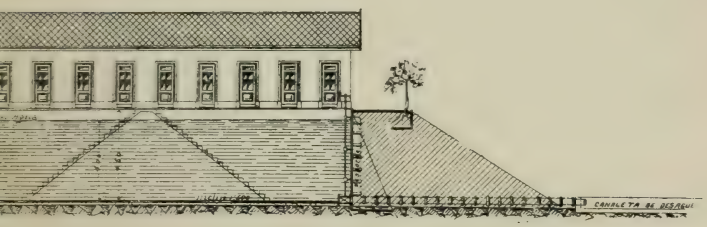

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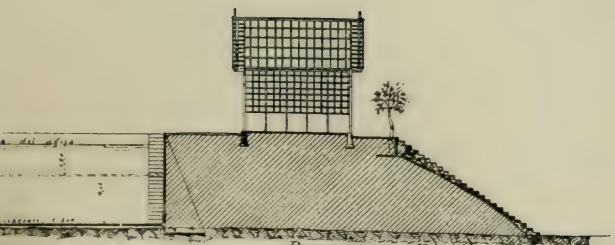

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sonal importance. An administrative functionary who tries to do everything for himself, does little and that badly. The first duty of a President is supervision, he should attend, foresee, and watch the occasions to procure pecuniary resources, to obtain eminent professors and pupils, and to influence public opinion towards the progress of culture and to anticipate, relative to the university itself, the effect of the fluctuations of public opinion, respecting the problems of education; the progress of the institutions which feed the university; the changing conditions of the professions fed by the university, and the gradual alteration of the social and religious customs of the community.

The University should be rapidly moulded according to the important changes in the character of the people, in whose midst it exists. The institutions of higher education in every country, are always a faithful reflection of their history and character. (Ch. W. Elliot, Educational inform. 1898, p. 34).

One of the most difficult problems, and I may say, one of the most dangerous for the future of the university, will be the designation of its first President. On that will depend, not only the characteristics and tendencies marked by him who commences the series, but also whether the new institution has or not, at the commencemnt of its existence a

vigorous and progressive start. The entire character of this institution will be defined at its commencement; its collective vitality, its social and external atmosphere, so necessary to its prosperity will be formed to a great degree by the person who may be called to preside it from the commencement, during its first period of iniciatives and of the more risky innovations.

Which would be the best way to obtain the results looked for? At the first sight we may observe that the same public power which creates and organises, is best prepared to indicate the most efficacious agents to carry out the end proposed. And consequently, the electoral machine invented to produce that product is not certain to be a success in the first election, and that there would always be a grave danger in confiding to it a task of such importance.

Consequently it is more prudent to consider the initial period as one of organisation and of proof, as it really is because then we must form the auxiliary organisation, name professors, arrange the course of studies and the administrative service, and in short set going the diverse sections of this vast mechanism, up to the time that it is in conditions to exercise its own elective authority, on which will depend its future, both scientifical and administrative. For this reason in the projected statutes it is or-

dained that the first president will be named by the Executive Power of the Nation, with the approbation of the Senate, which will give due attention to the circunstances of the case, and in this manner will fortify the creation of the university, which, if on the one han should be independent in all that has relation to its anterior life, should not be isolated from the great centres of existence and from the destinies of the Republic, in which it should have such a considerable participation.

2. Superior Council

In all existing universities the supreme deliberating and legislative authority is conferred on a body constituted under the direction of the Rector or President by the reunion of the heads of each Faculty or incorporated college, formed by election of some of the members of each one. Amongst us there is no reason, however great may be the difference between the new university and the old one, to abandon the system that corresponds to every institution of this nature, it not being possible to present any better form to establish the bond of union or cohesion between the various parts of this great total, than the reunion of the chiefs of each part thereof, and a select representative of academical intellectuality.

All matters of general order either affecting

the organisation or administration of the university, the instruction or discipline, and lastly, the external relations with others, or with the National Governement or other authority, should be concentrated for the study of this assembly, which, owing to the nature of its functions should not be very numerous nor of difficult formation or working.

Moreover, we should observe the following; firstly, that apart from its deliberative and consultative nature corresponds the consultative character of the President, and in the same way, like the great Swiss Council, a part of the Executive Government of which he is only an agent or representative owing to the subdivision of internal commisions, between whom his staff may be divided according to the nature of the subjects to be treated, whether scholastic, disciplinary, administrative, or finan cial.

In order to obtain a progressive spirit in this high corporation, the only way is to constitute the good elements the different sections of which the university is formed, unless it be considered preferable to govern it by means of outsiders, either to itself, or to its life and working, which is not acceptable. No other mode of giving it existence has been invented up to the present time, to satisfy all the legitimate requirements of a vast corporation which should possess a colletive spirit, with a general uni-

form workin of itself, trying to infuse in the social atmosphere the civilising influence that results from its diverse teaching for the general public education. The periods of cristalisation or of scientifical stagnation which at times are to be found in the history of some universities, are always caused, either by original defects, which can only be eliminated or improved by the passing of time or of strong exterior crisis, or from abuse and extralimiting the sphere of instruction of progress and of love for science vhich from time to time invade the institutions vhere such are cultivated. We note in this class of institutions a reciprocal influence between the outside and the inside world, because the culture that they offer the public has a reflective action on themselves, in the form of enthusiasm, aid, respect, and of moral or pecuniary health which contribute so much to their development and expansion. It cannot be doubted that, whatever may be the general spirit that ought to predominate in this university, its higher council should be organised in the form indicated. In this manner, it will be the expression of the diverse corporative capacities, which will be manifest in the respective appointments of their special chiefs and representative, who will carry there with them the spirit of iniciative or of progress reigning in their own college, institute, or school, to afterwards produce beneficial results, from the

common body of their intelligence working for common prosperity.

Taking into consideration the project of the organisation of the university on the basis already described, we should find represented on the Council, all the Directors, Rectors, or Heads of the Faculties or of the incorporated institul tes, together with one of the professors of the two sections annexed to the Faculty of Social and Legal Science, wich in principle and in reality form two other Faculties, those of Pedagogics and Fhilosophy, although they, at their commencement, will be placed under the common government. The total number of the members of this Council, electing one for each department, will be eleven, including the President of the university and of the Council. Undoubtedly, every new Faculty wich may take a place apart or which may be formed under the autority of the university will have the right of sending to the Council its own representative, either its head, an elected person or one of its permanent professors.

3.—Doyens (decanos)

Amongst ourselves, and almost throughout the world, the superior executive authority of each Faculty is known by this title, as one of the federal parts of the universitary republic. But in reality, such a title can and should be

different in each one of the institutions that from the great corporation projected and which, having entered into the universitary life with their own staff of professors, without any necessity of changing the same, they can preserve their traditional character and their semi-autonomous working, as long as such be not varied by the different necessities of education; because one of the most efficient causes of a great scientific development and a live influence on the part of this new institution in public prosperity, would be precisely the different organisation, working, and special destiny of each one of the establishments which enter to form it. Consequently, the aforesaid functionaries should form part of the superior Council with the title that they actually hold and which does not change, because no alteration takes place in the nature and character of the different institutions, and beside the President, they will be the following;

Director of the Museum or of the Higher School of Natural and Physical Science.

Director of the Observatory and of the School of Astronomical Science.

Doyen (Decano) of the Faculty of Legal and Social Science.

Doyen (Decano) of the Faculty of Agronomic and Veterinary Science.

And if later on there be incorporated to the university any new academy, Faculty, or other

scientific institution, their head, with his own title as Director, Rector, or any other that the statutes may give to him, will take a seat on the council. The ordinary duties of the chiefs of each universitary department, are well known, and very little varied in this sort of organisation; they represent the superior authority of the faculties, in their internal and external relations, or with their own higher authorities, and hold the disciplinary powers conferred on them by the regulations. But, as a general rule, this post eclipsed in a great part by the absorption of the academical bodies, has gradually lost, at least in our universities, its real character, which is and should always be that of a «Director of Studies», that of the real «Rector» of educational discipline, and of a jealous guardian of the conduct and of the teaching of the professors and of the students within the college. Because, when the professor is not controlled by a superior authority, he soon submits himself to routine or abuse, weakening his authority in the first place, and in the second place forgetting the high principles of scientific discipline for want of stimulus or of the consciousness of his own responsibility. One of the deepest causes of the decadence of some of the universities in this Republic, has been the abandon of this high and authorised control on the part of the doyens (decanos), who even considered it as an offence against the liberty

of professorship, to be present during the class lecture or conference, given by the professor within the closed door of their clas room. This relaxation of discipline was the result of this false conception of liberty, which degenerated in unheard licence, afterwards aggravated by the delegation of that autority to nominal or illusory commissions, which, being composed of comrades and friends, never carried out their difficult mission, for fear of wounding the susceptibility of a colleague in case they were to refer to the council their opinion respecting the scientific incompetency, or the mistaken method of the professor.

We would hardly know how to define the object of the authority of the doyens (decanos), if such be not to contribute to the progress of education and to the prestige of their colleges, indicating to those who teach with due respect and prudence the best means of transmitting the knowledge they may have, according to the subject and according to the scholastic elements at their disposition. The doyen (decano) is consequently the real directive head of the studies and the real responsable person for backwardness, decadence, or relaxation, and for this reason should be encharged with this office, the most capable man and the most suitable, judging by his services and by his moral and intellectual antecedents, to direct a college, and to bring his influence to bear towards

the prestige, the progress, the formality, and the success of the instruction given, and of the investigations to which each Faculty or college may be dedicated; and he should have sufficient credit so as to influence the conduct of the professors, and more especially the spirit of the pupils, as the first are always so ready to abandon their study and daily preparation, and the second, to abandon all respect and love for the college, when the moral and intellectual authority of the professors be not imposed on them.

4. Academical bodies and councils

The true academical body of a faculty is the assembly of its teaching members, without exclusion of any as long as they dictate their classes, for any reason whatever. However this number may be excessive for the purpose of carrying on the administration or the efficacious government of the college; and then, as in all corporate government, the delegation of power to some few, is the universal solution of this class of difficulty. Consequently, we find here the form of college organisation; and academic body, the assembly of all the body of professors in their scientific and scholastic character, and an administrative commission that in name of the whole and under the presidency of the doyen (decano), be encharged with

the direct financial government and the discipline of the house. But the first corporation will not be a mere abstraction, but should take the practical form of academic life by the scientific work realised in the benefit of science by each one of them separately with the cooperation of the stimulus of discussion, of effective collaboration in the different branches of science, so that each faculty will have a real collective action in the progress of science and of social culture. Only in this manner will they deserve the title of «academies», which in general is only a mere name, without any real meaning, because in none of them is any real work done of general interest to themselves nor of any exterior value, either under the form of practical investigations of public interest of lectures, or of studies afterwards placed within the reach of the understanding of the general public. The existence of academical bodies should be characterised by the constant intellectual preoccupation which implies the solution of the multiple problems related with science itself, or with the most suitable methods for its teaching in class; and outside this ground, ample and fruitful enough in itself there still remains that of general disposition which tend to produce the progress of the institution, either in popular sympathy or in that social and scientific prestige produced by the spontaneous assistance of youth, attracted to its classes in

order to satisfy its natural desire for knowledge, or to acquire higher elements for the struggle for life, or to procure for the republic the means of conquest in the universal competition with other nations that work in the same manner.

A new university on commencing its existence in our country should correct the defects that experience has shewn to us in other similar ones and this university of La Plata, according to the first idea of its transformation, should be turned into a real and active centre for constant productive work, in order to avoid its being invaded by this terrible parasite of burocratic officialism, which insensibly causes these colleges for higher studies to degenerate in centres for employment more or less dissimulated, dependent on personal influence; completely foreign to the end of science completely apart from the passing circumstances of fortune or of politics. For all this it is necessary that the professor should be a real friend to science and instruction, capable of putting aside the temptations which attack so many select minds and apart them from the noble paths of higher culture and from serving such a high cause. Only in this manner the corporation that they form will really be a home for national science which may represent and reflect the collective intellectual power of the society in which they live and

its work will be made evident in practical forms of economical progress, invisible work of moral culture and in lasting rules for good government.

This system of academical life is much more possible in this sort of university projected than in the classic ones existing, because it has for its principal object practical investigation on the ground, in the heavens or in the most hidden part of the organic world, and this form of work requires the cooperation, the continual communication, and the supervision of the others who aid in this experimental task.

From this collective and coordinative work results what is denominated the soul or the thought of the university, and consequently in a tangible form, its influence on civilisation and on the welfare of the nation or of humanity, which will be made evident under multiple forms of publicity, and by the diffusion of the ideas that the contemporary world facilitates for its own perfectioning.

Amongst the natural duties of the academic body, formed by all the Professors, is the election of its commission or internal administrative council, and of the doyen (decano), by means of whom the disciplinary, executive, and representative power of the corporation or institution is exercised, as long as that in view of his speciality or antecedents, as in the case of

the astronomical observatory, the higher direction should either be of a permanent character or provided by exceptional means. But in any case the council will exist for general purposes and in the first place for the general scientific life of its respective institution.

5.—Permanent professors, auxiliary, or outside professors

Amongst us the most difficult question and the most insoluble problem, is that which refers to the designation of people to fill any public post, and more in particular those of public instruction; because precisely the scholastic regimen, the only one that can correct inveterate defects, finds itself face to face with a great difficulty, that called «Empleo-manía» (an exaggerated desire to become public officials) which affects even scientific and professional work. If the new universitary system is to renew the social atmosphere in such a way as to instill habits of independent work, how shall it escape from the same defect that it attempts to abolish? And here it treats of higher instruc tion, that should always be maintained in a progressive and ascending road, in order not to allow the scientific spirit to fall into the dullness of routine or into the inertness of an irreparable stagnation.

Three methods for the designation of pro-

fessors are possible within the Argentine administrative system; firstly, a direct designation by the Executive Power; secondly, a designation by the Faculties and Superior Council; thirdly, votation by a univesitary electoral body and the confirmation of the same by the Executive Power. The first, strictly interprated by the Constitution, would be the only legal one, because, it corresponds to the President of the Republic to designate and remove all employees, although without a doubt it has, as a permanent system serious difficulties, being more susceptible of abuse and degeneration; but, as the first method of constituting the university, it cannot be substituted as long as the Executive Power has to construct and put in movement the machine that must afterwards work by itself. Many times the Executive proceeding is called upon to solve a crisis, in which may be irreparable vacilations weaknesses, or depressive contemplations; but this alone shews that the method is exceptional and not general, something like appealing to a dictatorship in serious circumstances. Respecting the second method, the common one in all our semi-autonomous corporations, if on the one hand it contains evident danger and real defects, proved in many circumstances, on the other hand it is more compatible with the extremes, and more especially with an absolute independence, contrary to the constitutional

precept and that of execution. Academical corporations easily tend towards the inertness of the official, and to forming such a spirit of solidarity to such a degree as not to be able to conceive anything good outside themselves; and then, little by little they reduce their horizon and finally close the door to all innovating infuence from outside. In these cases an inevitable crisis is produced which ends up in an unforeseen manner, and almost always by ruptures and losses of a diverse nature; but, in any case, as here two powers should intervene, their own and that of the Government, these balance themselves, and it is doubtless easier that good influence should predominate over bad. The elective system has not yet taken root in our customs, and in view of the very special native tradition in this respect, this will probably be a more serious danger than all others, if we hand over the designation of the professors to these small electoral committees, with their quarrels and frauds, which would consequently carry the remains of their favouritism or hatreds to the college halls, where no other atmosphere should be breathed than that of love to science and respect for liberty. If however in secondary teaching we can scarcely avoid politics having influence in colleges, much less could we prevent it in the university, if we were to allow the agitated struggles which will be produced by this sys-

tem. And who would be the electors? The students, whom we cannot suppose as in a fit condition to judge the professors they do not know? Consequently it is not possible to accept this proceeding, which does not appear workable, and which is not required, in view of the advantages of the former one, amongst which should be mentioned the continued national experience, always efficacious.

In a University, like this new one, with its eminently scientific and experimental methods, we should have the double category of permanent professor and auxiliary or outside professor, for each subject or group of similar subjects. The work of investigation which should be realised by him, in order to illustrate a fundamental lesson, does not allow him to repeat the lesson, in detail, because the time would not be sufficient, and therefore exists the necessity of an auxiliary, who explains in detail, with new examples the doctrines or facts put forward by the professor, and the repetition or parallel course given by the auxiliary is practise for him, and an ulterior preparation, as well as an occasion to exercise those faculties with which he may be endowed, requiring suitable development and progress. The pedagogic section on the other hand, annexed to the Faculty of Legal and Social Science, should aid towards the preparation of the future professors of secondary and higher instruction, as

such teaching is to be had in the same building, and in this way they can be initiated in the science of methods, which has never been studied in our Universities, which, newretheless, give diplomas of professor in all the sciences. No professor desirous of obtaining a chair, auxiliary or suplementary, shall be elegible, without having gone through the year's course of higher pedagogics. Thus the University itself will produce its own professors, together with the science of transmitting its knowledge to the rest.

The professors, respecting their participation in the government of the University, are not wanting therein, but rather have an important mission in the same, by means of the general meeting, which shall be called on occasions of vital importance for the Institution, which can be enumerated as follows;

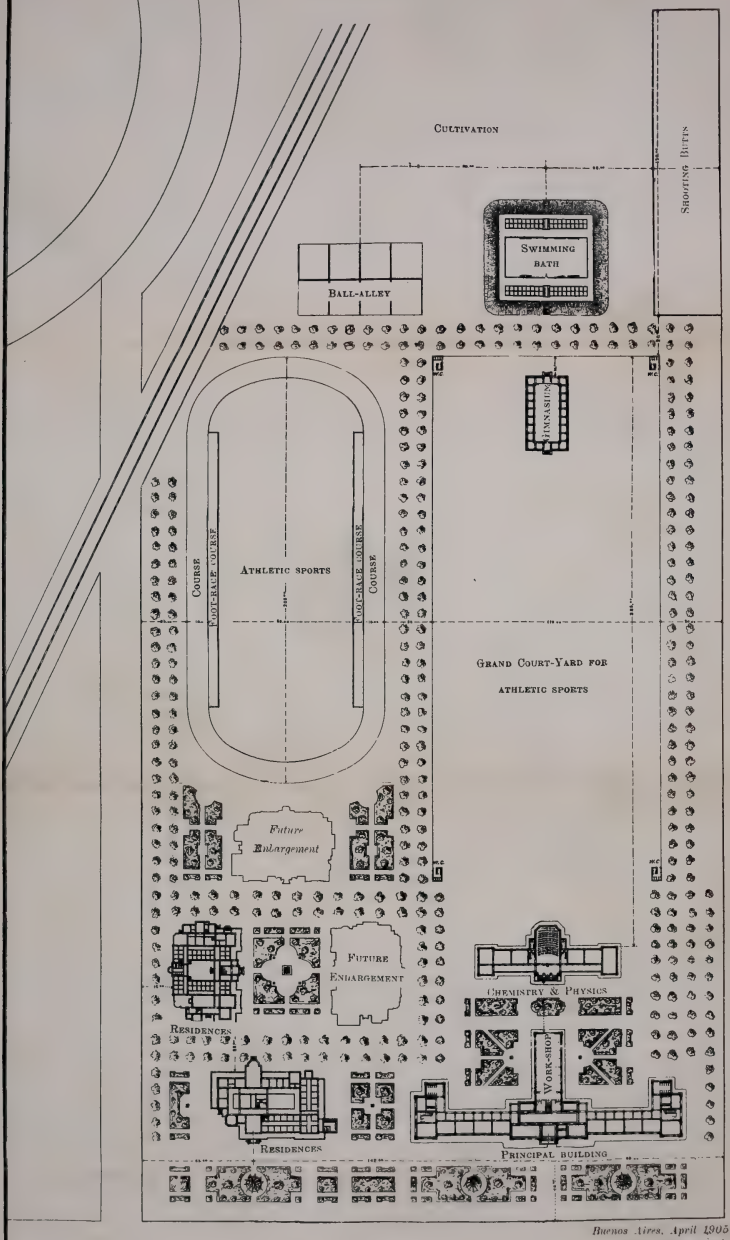
1. Grave matters of discipline, or such as may affect the existence of the Corporation.

2. Questions of special scientific interest, or relative to methods, which the Rector or Superior Council shall consider as suitable to be treated in general Assembly,

3. Lectures common to all the Colleges or Universitarian Institutions, with a view to establish the co-relation of the respective sciences, and to the realisation of the social «extension» of knowledge.

4. Election of the President of the University,

NATIONAL COLLEGE OF LA PLATA
GENERAL PLAN



Buenos Aires, April 1905.

after the expiration of the first period of designation of same by the Executive Power, in which should take part all those who form part of the body of professors, and are connected with the Institution by active functions.

In this manner, the universitarian life will have its moments of civic agitation, which, as corresponds to a select electoral body, would only have a reflexive intensity, very distant, as a matter of fact, from the tumultuous movements of a direct elective democracy, and if, as it may be expeted, it attempted to condense the expression of public and students' desires, we may expect a series of Presidents whose successive order will be a progressive and ascendent one.

6.—Administrative Employees

The real administrative functions, or those so entitled, because they are apart from teaching duties, are those for the maintenance of order in this vast institution, in a material sense, and in its complicated internal mechanism, and include;

1. Libraries, archives, cabinets, laboratories and workshops.
2. Secretary's Office.
3. Accountant's Departament; treasury.
4. Offices of Inspection, vigilance, and servants.

Respecting these employees, with such regular functions, I shall say nothing here, as the regulations and Statutes will ordain the necessary details, as in this Report, I only desire to describe the general organisation of the projected University.

FIFTH CHAPTER

Financial Bases

As I said at the commencement of this Report, the Government of the Province of Buenos Ayres, has the fundamental part in carrying out this idea, on which depends its future, as an Institution, and its economic base, and from which should result great and lasting benefits. Owner of the vast material, base of the different institutions of this vast project, she alone can decide its fate in the form here described, placing at the disposition of the Nation all such elements, which otherwise as they cannot go outside its boundaries, will give it a fruitfull crop in return for the sacrifices made for its foundation.

The University, although national, by law, will practically be provincial, as well as in its more immediate results, even if its influence may affect the rest of the nation.

The same happens with the University of Cordoba, which, situated in the midst of the Republic, and at the head of a group of provinces, reparts its benefits on those closest to

it, as well as a healthy and invigorating action on the rest.

The Province of Buenos Ayres possesses, it is true, a legal or political Capital; but up to the present time, it has not been able to strengthen itself, so as to constitute a real representative Capital representing the diverse factors of the personality of a State, such as, economical wealth, collective social culture, historic tradition, and all these are comprehended, in a vigorous germ, in the creation of the University, which will in the end, impress on the new city the seal of a real hegemony, which so far in has really not obtained.

This idea should take the form, legally and politically, of an Agreement or pact between the Province and the Nation, according to which, the former gives up absolutely the property to form the Institution, and the latter binds itself to maintain it develop it, and govern it, as one of its dependencies, endowing it with all the priveleges inherent to its internal and extra-territorial jurisdiction, relative to the value of its diplomas, and other external acts.

In view, however, of the constitunional prescription which attributes to Congress the power of sanctioning plans for Instruction, it can scarcely be prevented from modifying at any time its original Statutes, and it is doubtless that the Nation as such, can legally oblige itself to

provide the funds required for the maintenance of the University.

On the other hand, these expenses will only be transitory, and that will depend on the growth of the university itself, which sooner or later could return to the nation, the sums which may have been spent during the first period, in installation, materials, and professors, and this repayment will be effected sooner in case the property with which the corporation be endowed be abundant, so that it can be administered and produce its own costs, and progress. This is all the more probable, because two of the institutions already ceded, imply the useful cultivation of extensive grouds such as those of the Faculty of Agronomy and Veterinary Science and of the school of Santa Catalina, whose different products from the ground or from manufacture, placed on sale in the public market offer sure income, and an ever increasing development. The same remarks can be made respecting the property with which the actual University of La Plata has been endowed, and whose sale or rental, according to circumstances can offer important extraordinary funds. We may make a passing remark that in the history of the Argentine civil disputes, the agreements between the Province of Buenos Aires and the Nation have always given important results; the first, in 1859, stipulated the reincorporation of the same Province and the integrity of

the territorial legacy of the founders of the Republic; ths second, in 1860, assured the stability of the Constitution formed in San Nicolas; the third, in 1880, solved the last organic problem of the Republic by means of the cession of the historical capital of Buenos Aires, with its vast Municipal dominion and this dismembration, which has had so much influence in the ulterior development of the provincial existence up to the present time, is a fact which claims some compensation; because, if the City of La Plata came into existence as the result of a great effort, well known causes have prevented it from growing with its own strength and in a permanent and healthy manner. The Nation owes the Province all which may be necessary to enable its capital to obtain prestige and an effective and constitutional value and to enable it to become a focus of natural attraction for social and intellectual life, just the same as it is in political life.

The execution of this agreement is greatly facilitated by the transference which has already been carried out, to the Nation, of three institutions which help to form the university; the Astronomical Observatory, the Faculty of Agronomy and Veterinary Science, and the practical school of Santa Catalina; which was carried out according to the agreement made between the two Governments under date 15th November 1902, sanctioned by law of the Pro-

vincial Legislature on the 23rd of December 1903, and by the National Congress on sanctioning the budget for 1904, in section 16, item 74, first chapter, when they ordered the investment of $ 200.000 legal currency in order to carry out the agreement referred to, and for which reason the Executive Power has taken over these three establishments in which it has already introduced important reforms, which prepare them to form part of the future university. The carrying out of this plan is also aided by another agreement ad referendum made between the Executive Power of the Nation and the Province of Buenos Aires, in which the latter has ceded an extensive superficies of land on the east side of that City, for the building of the model National College, on the basis and in the conditions already described, carrying out the law number 4340 of the 12th of September 1904, in virtue of which tenders have already been called for to execute this work, which will be one of the most magnificent and most suitable for its object, in the territory of this Republic, and which will constitute really in itself, an enormous progress for the City of La Plata, as well as for the future of national public education.

The University requires still more elements of the sort that I have already described, and its material form will be completed by the cession of the Museum, the Public Library (either

as a property or for use), and of the building for the offices of the university itself, in which the following institutions can be installed, not possessing buildings of their own;

A. Public and University Library;

B. Faculty of Legal and Social Science; Class Rooms and Offices;

C. Section of pedagogics;

D. Section of Philosophy and Literature.

E. Offices of the Administration of the University.

After having visited the building of the Provincial Mortgage Bank, in company of persons of experience, I was convinced that this was the building suitable for the object proposed, not only owing to its interior condition, but also owing to its capacity, wherein, was sufficient amplitude all those institutions and administrative services can be carried out; and I have not doubted for one moment that both the Governor of the Province and the Legislature will aid the completing of the plan of this University, by means of the free cession of that building, without which something essential would be wanting to the carrying out of this project. If we glance at the distribution of all these educational establishments, to which we may also add the normal school for lady professors, it is evident that the vhole city would be dedicated to scolastic life, which would then give a real sense to the opportune popular word,

which has already been applied to the beautiful capital of the Province «The University City», because taking into consideration the total expenses of each institution, a great part of the same city will depend upon the colleges for diverse reasons and under different forms; and more particularly, commerce and the country round will derive continuous and immense benefit from the subsistence and continual movement of a scholastic population of about 1500, which will be the number at the commencement of the pupils of the new university, wich it is to be hoped in two years later, on the termination of the New National College, will have reached double the number. I have endeavoured te obtain an approximate calculation of the value of all the buildings and lands already ceded or to be ceded, with their present scientific elements and forniture, and I believe it to be of interest to the legislators of the Province and the Nation, to present them this picture, which will give an idea of the magnitude of the plan we desire to carry out and of the importance of the compensations on which the project of agreement annexed, is based;

1. Museum, Building; Land Collections ..	$	5.000.000
2. Observatory, Building, Land and instruments	»	950.000
3. Faculty of Agronomy and Veterinary Science, buildings, Land, (25 hect.), Installation and animals.....	»	1.149.982

4. Santa Catalina, Buildings, Material and Land (275 hect.)	$	1.167.000
5. Mortgage Bank, Building and Land for the University	»	800.000
6. National College, (18 hect.) land on the East side of Avenue 1	»	600.000
7. Public Library, 38.000 volumes, according to inventory dated 21st March 1904	»	310.776

Now, as I believe, and as is just, the Governor of the Province cedes the actual University with all its property, which really forms the civil personality of this institution, we must add to those sums the following property, existing according to the balance sheet dated 31st of December 1904; and which are the following.

A. A House, Street 45, between Streets 2 & 3.
B. Farm Nº. 101 on the plan.
C. » 102 »
D. Ground Nº. 22, 56, 21, 55.
E. » 90, 124, 89, 123.
F. » Street 7-61, and diagonal avenue (2nd January 1890).
G. Bonds of the Internal Consolidated Debt of the Province of Buenos Aires, 5 % and 6 %; $ 19.000.
H. In Cash, $ 10.500.
I. Actual property of the University calculated according to the anterior schedule at $ 120.000.

Consequently, the Province will contribute with a sum which will enter the National Treasury, under the immediate control and administration of the University itself, destined to its

maintenance and progress, of about Ten millions and ninety seven thousand, seven hundred and fifty eight dollars, legal currency, ($ 10.097.758).

With this total property, the University corporation will be endowed with the requisite foundation, and with a solid organisation, as the Nation will hand over to it the custody and investment of all this, with a view to carrying out the high ends of this establishment, for the spread of science and of education in one of the richest and most populated regions of the Republic; and thus it will offer an example, unknown amongst us, in the last few years, of an institution of this sort, endowed with permament resources for life and expansion, which would apart it from the ordinary official system, which dominates the two existing national Universities, which on being secularised, so to say, handed over to the State the property, with which they were endowed.

Relative to an operation of government of such importance and amplitude, which will reflect its moral and material benefits in the first instance on the Province itself, I have believed that its Government will not oppose any difficulties to the complete and absolute cession of the property before named; and that such will be handed over, free from mortgages and obligations, and that it would annul any existent, such as that on the estate of

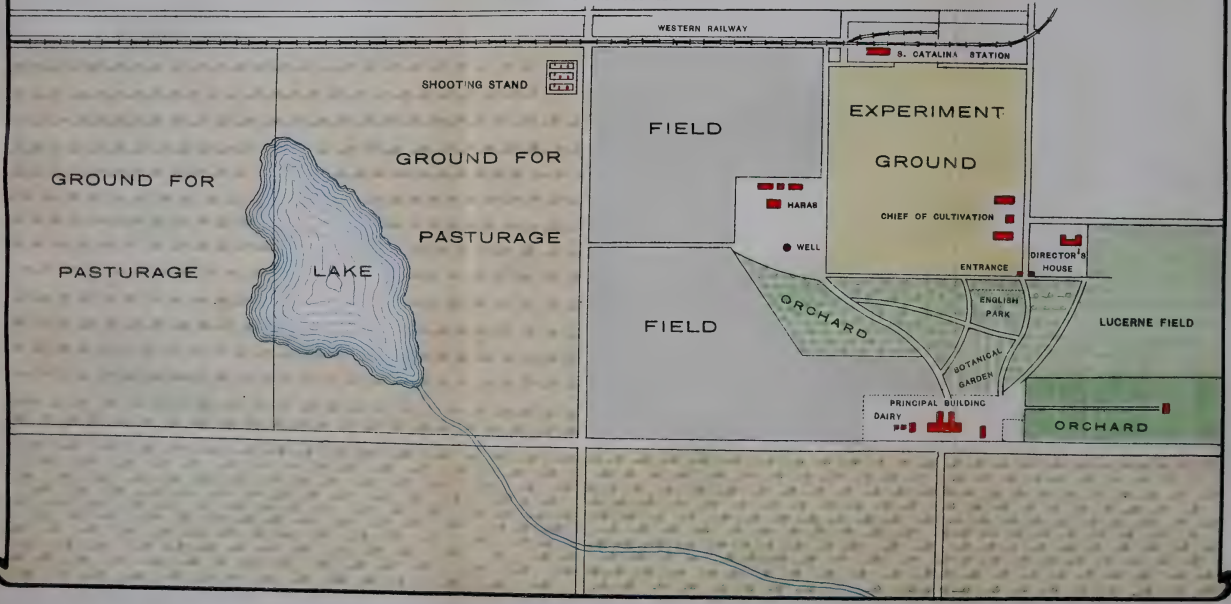
Santa Catalina, which motived the note directed by the Department of Public Instruction to the Executive Power of the Province, requesting the pardon of the interest and fines incurred, and for which reason this estate could not be handed over to the Nation.

Looking for this result it is sufficient for me to remember that the National Government will have to go to great expense, not only in completing the buildings, whose construction has been suspended, or destroyed, belonging to those institutions, but also in order to provide them with the scientific elements and furniture according to the necessities of this time and corresponding to the progress of modern Science and experimental methods, and also in the construction of the Model National College, all which, added to the ordinary budget of each institution or establishment, will require great outlay from the National Treasury, which will to some extent counterbalance the cession by the Province of property, material, and rural institutions, which represent an expense for its Budget, from which in this manner it is freed.

National University of La Plata

SANTA CATALINA SCHOOL — GROUND FOR EXPERIMENTS & PRACTICE

SUPERFICIES 800 H.



GRAPHICAL WORKSHOP OF THE NATIONAL PENITENTIARY

CHAPTER 6

Supplementary Documents

I

PROJECT OF AGREEMENT

In the City of Buenos Aires, Capital of the Argentine Nation, on the....of August 1905 H. E. the Minister of Justice and Public Education Dr. D. Joaquin V. Gonzalez in the name of and in the representation of the National Executive Power, and his E. the Governor of the Province of Buenos Aires, don Marcelino Ugarte, with the object of forming a National University in the City of La Plata, have agreed upon the following basis which they respectively oblige themselves to submit for approbation by the Congress of the Nation, and by the Legislature of the Province.

Art. 1. The Government of the Province cedes to that of the Nation, gratuitously and as its absolute property, the following property, besides that already ceded according to the agreement dated 15th November 1902 and accor-

ding to the law dated 23rd November 1903, and according to the agreement of the 5th of January 1905 which the contracting parties hereby ratify.

a) The Museum of La Plata, with all its collections, installations, furniture, workshops, ad other materials.

b) The Building of the Mortgage Bank of the Province with its ground situated in

c) The present University of La Plata with the following property which constitutes its endowment: A

A house. 45th Street, between 2 and 3.

A Farm N°. 101 on plan.

A Farm N°. 102 on plan.

A Ground, lots N° 22, 56, 21, and 55 on plan.

A Ground N°. 90, 124, 89, and 123 on plan.

A Ground on Street 7-61, and the diagonal, destined to the building of the University, according to the law dated 2nd January 1890.

$ 19.000, in Bonds of the Internal Consolidated Debt of the Province, 5 °/₀ and 6 °/₀.

$ 10.500 in cash.

$ 10.000, debt of the Government of the Province, the balance of an item of $ 50.000, law dated 2nd of January 1890, for installation.

d) Land next to the building of the Faculty of Agronomy and Veterinary Science, marked on the official plan with the letters A, B, C, D, F, and F, whose superfices is of 67 Hs., 87As. and 72 Cs. destined to the care of animals and other experiments of the same Faculty.

e) The use of the Public Library, which will be installed in the building of the University for use, without losing its actual character, for purposes of study.

Art. 2. As long as the Government of the Province does not dispose of any other means of its own to do the printing and publication actually carried out by the printing rooms of the Museum, this latter will do them, as up to the present time.

Art. 3. The National Government will charge itself with the foundation in the City of La Plata of a University; on the basis of the cessions referred to in an anterior article, and without alteration of the faculties given by the National Constitution to Congress relative to education and it will sustain these establishment in conditions of usefulness to education, to universal science, and to public culture.

Art. 4. The Institute to be created, will be dependent on the Department of Justice and Public Education, and will be called The National University of La Plata, and the statutes and rules that afterwards will be made shall

coincide with the following clauses, which may be considered as its charter.

Art. 5. The National University of La Plata, legally recognised, will be endowed with the power to acquire property and to administrate such property as may be adjudicated to it by this agreement, but cannot sell the same nor acquire others by purchase, without the special consent of the National Executive Power.

Art. 6. It can fix and collect university dues, pensions, and other emoluments, whose product will be destinated to form a special fund which, together with the rentals wich may be obtained from its property, and agricultural and manufactured products, and others from its workshops, or other products of its different dependencies, shall be destined to the maintenance of the institutes, faculties, and schools and colleges that form the University, as well as the maintenance of the offices of the President and the Higher Council.

Art. 7. The University shall have the following authorities which shall act under one sole direction, and they are the follo wing:

A President;

A Higher Council;

An Assembly of Professors;

An Academical Council, presided by a Director or Doyen (Decano) correspondig to each one of the following institutions: a. Museaum, b. Astronomical Observato-

ry, c. Faculty of Legal and Social Sciencie, d. Faculty of Agronomy and Veterinary Sciencie.

Art. 8. On the basis of the actual Faculties or institutions others may be formed later on, but they cannot work as such or form councils and have authorities of their own the sanction of the National Executive Power.

Art. 9. The term of office of the President will last 3 years, and he can only be re-elected for three consecutive periods. He must be an Argentine citizen, of more tham 30 years of age and possess a national University diploma. For the first period, the President of the University will be named by the President of the Republic, with the sanction of the Senate.

Art. 10. The President of the University is a representative of it, in all its civil, administrative, and academical acts, he presides the general assemblies, and the Higher Council, and has precedence in all solemnities which may be carried out in the Institutions of Faculties incorporated.

Art. 11. The Higher Council will be formed by The President, the Directors and doyens (decanos) of the Institutions or faculties, and by a professor named by each one of these by secret vote. In conjunction with the President it exercises the supreme scholastic goverment, both disciplinary and administrative of the University, whose authority shall solve all the

disputes that may have arisen in the Faculties or incorporated Institutes, anh shall decide relative to the formation of new University dependencies, the tariff of dues to be sanctioned by the Executive Power, and shall dictate the regulations and general orders for the good scholastic and administrative regulation of the corporation.

Art. 12. The General Assembly of Professors shall be formed by them, and their auxiliaries and by the supplementary professors who may give or who may have permission to give classes in the University, and will be called together by citation of the president, resolution of the Higher Council or by request of a fourth of the same, with the following objects;

1. Grave matters of discipline, or affecting the integrity of the corporation;
2. Questions of special scientific interest or of a scholastic nature and lectures common to all The Institutes or Faculties, and which shall be given to the public in order to carry out the university extension;
3. The election of the President.

Art. 13. Every Faculty or Institute of those mentioned in article 7, and any others that may be created, will be presided over by their respective Director or Head, who will also preside the Academical Council and the meetings of his professors, and will superintend

the classes and the order of studies, exercising disciplinary authority over the students, employees, and professors, to whom he can privately make observations respecting their modes of teaching.

Art. 14. The Academical Councils are formed by six professors elected by the rest who form the body of professors or of auxiliary professors, and are encharged with, like the doyen (decano) or Director the internal government, scholastic, disciplinary, and administrative, of their respective Institute; they also have the faculty of the first decision in all matters of discipline; they may project the modifications they may think suitable in the plans of study of their Institutes and may approve or correct the programmes prepared by the professors; they may deliver diplomas of their respective professions or scientific studies; under the control of the Higher Council, they may administer the university funds apportioned to them; they may fix the conditions for admission of pupils, and are, together with the body of professors responsible for the preparation that such may obtain in their classes, and for the tolerance or complicity which may be discovered in partial or final examinations.

Art. 15. The first Professors of the Faculties shall be directly named by the Executive Power, according to the plan of studies and to the Budget, and in future, by means of a list

of three names which will be sent by every Institute to the Higher Council, and by this latter to the Department of Public Education. No professor shall be named who does not possess a complete universitarian diploma given in this Republic, or by well known Institutes abroad, except in cases of special preparation, for which latter will be necessary a majority of three fourths of the votes of the body making the proposition.

Art. 16. With the sanction of the academic bodies, there may be named supplementary professors, who will give free classes on the same subjects, with the idea of amplifying the same, or commenting them, but no Institute or Faculty shall allow these classes to be given by any professor who has not passed through the first year of pedagogic studies in the corresponding section of the Faculty of legal and social Science.

Art. 17. The professors of all the scientific schools of the University, may, with the permission of their respective academic body, carry out experimental excursions, investigations, and studies of argentine ground, the results of which, they or their pupils can manifest under form of lectures, or by the publication of reports, but always with the sanction of the University.

Art. 18. The objects, for which the Museum was formed shall not be changed, but its sections shall be dedicated to universitarian teaching

according to the different subjects, and shall include the School of Chemistry and Pharmacy, which to day are installed in the University of La Plata. All its professors will form together the Academical Council, in common, which will work as a higher Institute of natural Science, anthropology and geography, with its dependencies of Fine Arts and Drawing.

Art. 19. The astronomical Observatory shall be organised so as to form a higher school of astronomical science, and the annexed subjects including meteorology, seismic science and magnetism, whose practical results shall be published from time to time. Place may be found for boarders from this country, or from abroad who may desire to dedicate themselves to the study of these sciences, and who will have the right to use the instruments, according to the rules of the Institute. The publications they may make will be under the title of «the Observatory of the University».

Art. 20. The actual Faculty of Agronomy and Veterinary Science will have under its charge, as a separate practical school, and for application, the School of Santa Catalina, which will also be utilised by the other University colleges, as a field for experimentation, for amusements, or for healthy excursions, as long as such do not disturb its classes and its own special work.

Art. 21. The Faculty of Law, of the present

University of La Plata, will be organised in such a manner as to answer to the denomination of «Faculty of legal and social Science», and will be divided in two divisions; one of four years study, for those who wish to follow a profession, who will receive the diploma of «lawyer», of the Nation and of the Province of Buenos Ayres, and another of two years, destined to the study of the nore difficult parts of legal and social science, and for which will be given the diploma of «Doctor» in such. The first diploma mentioned shall not be obtained without going through a complete final examination of all the codified subjects thoroughby, and the second, without writing a sumary on one of the subjects of the course of study, and taking part in a public discussion relative to four themes to be proposed by the student, with the sanction of the academic body and the Doyen, (decano).

Moreover, the Faculty will decide the subjects to be given by those who desire to obtain the diplomas of Attorney, solicitor or public notary. These diplomas will hold good throughout all the country, and the course of study to obtain the same should not exceed three years.

Art. 22 Under the superintendence of the Faculty of legal and social Science, shall be carried out two departments of study, one of Pedagogics, and the other of philosophy and latin and greek.

The study of these two languages shall be optional and shall only be obligatory when any of the Faculties shall require a knowledge thereof, the students of the different Colleges who may register themselves in the section for the study of Pedagogics, in order to obtain the diploma of «professor» of secondary instruction, shall have the right to attend the classes of the National College and of the Normal school, for the purpose of practise, and the Rector and Director of these establishments shall arrange the hours of class, in such a manner as to render this attendance possible. The National College, in all not relative to the official plan of study, shall submit to the indications of the University, as it is considered as a universitary and preparatory College.

Art. 23. The Higher Council will project the general Statutes of the University, together with the annual Budget of all its Faculties and dependencies, and shall submit them to the approbation of the Executive Power, as vell as the plans for studies projected by each Faculty or Institute. The internal regulations of each one shall be prepared by them and submitted to the approbation of the higher Council.

Art. 24. The regular course of studies, by means of which can be obtained professional diplomas, or those of science or liberal professions, shall in no case last more than six years; and those to obtain practical professions

or trades shall not last more than four years.

Art. 25. Every Doyen (decano) or Director shall anually present to the President and Higher council, a Report relative to the state of his respective Institute and on the scholastic reforms of most importance, which it would be suitable to implant. The President of the University will present to the Department of Education a general Report relative to its administration, study and progress, or requisite modifications.

Art. 26. The professional diplomas given by the University of La Plata up to the date of the sanction of this Agreement, will have the same force as those given by National Universities.

Art. 27. The bases of this Agreement will be transformed into a public instrument, once they have been sanctioned by the National Congress, and by the Legislature of the Province.

II.

Agreement of the 11th November, 1902.

Folio 934. Deed Nº. 456.—In the Capital of the Argentine Republic, on the fifteenth day of November, 1902, at the request of H. E, the Secretary of the Departament of Justice and Public Education, Dr. Don Juan R. Fernández, I, the General Notary to the National Government,

presented myself in the office of the said Secretary, H. E. being, present, as well as also H. E. the Governor of the Province of Buenos Ayres, Don Marcelino Ugarte, both being known to me, and in my presence and of the witnesses undersigned, declared the following:—that they had agreed upon the details of the contract ad referendum which they presented to me, as follows:—

1. The Government of the Province cedes to that of the Nation as its property and gratuitously, the establishments denominated «Faculty of Agronomy and Veterinary Science», and the Astronomical Observatory, situated in the City of La Plata;

2. This cession includes installations, machinery, workshops, &c. at present existing, as well as the ground corresponding, whose superficies will after be stipulated.

3. The National Government obliges itself to maintain and continue working these establishments in the Capital of the Province, in the same way as at present.

4. The Government of the Province also cedes in the same manner to the Nation, the establishment known as «Santa Catalina», situated in Lomas de Zamora, with its, lands, buildings, and installations, which constitute the practical school of Agriculture and live-stock, for the amount of the mortgage and interest owed by the same to the Mortgage Bank of the Province.

5. The National Government obliges itself, (a)

to take charge of these establishments from the first of January 1903; (b) to take charge of a number of children from the Province of Buenos Aires, the number of witch will afterwards be fixed, and to sustain them gratuitously it the Correctional Colony for Children, which the Nation will found in «Santa Catalina» and to give practical instruction in agriculture and live-stock to the inmates; (c) to encharge itself with the education of the pupils who may not have terminated their studies in the school of «Practical Agriculture and live-stock», in a similar institute or in the Faculty of Agronomy and Veterinary Science.

6. The Government of the Province obliges itself:—(a) To close the list for entrance of fresh pupils in the practical school of agriculture and Live-stock, of Santa Catalina; (b) To collect all sums; and to pay all debts of the establishments ceded, up to the day before that of the handing over of the same, excepting those mentioned in clause 4.

7. When these stipulations have been sanctioned by the National Congress and by the Hon. Legislature, the corresponding deed of cession will be drawn up and they will be included therein. I certify that this is a true copy, and that H. E. stated: that with the idea of giving a legal and solemn form to the aforesaid agreement, they give it this form of a public indenture, and ask for certified copies

of the same in order to present it when the occasion comes, for the approbation of the Hon. National Congress and the Legislature of the Province of Buenos Bires. In witness thereof, after reading same, they signed before me, and the witnesses don Angel Etcheverry and don Mariano Demaria, Jr. neighbours, adults, and legally capacitated: (sgd): J. R. Fernandez: M. Ugarte. Witness, Angel Etcheverry, Mariano Demaria. Jr. a legal seal,—before me, Enrique Garrido:

This agrees with the original, made out before me, and is registered on folio 934, and at the request of H. E. the Governour of the Province of Buenos Aires, Don Marcelino Ugarte, I provide this deed, which I sign and seal in the Capital of the Repuclic, on the seventh day of November, 1902.

Sgd.—*Enrique Garrido.*

III

Law ratifying the aforesaid Agreement, of 26 Decr. 1903

The Senate and the Chamber of Deputies of the Province of Buenos Ayres sanction the following as Law:—

Art. 1. Let the Agreement ad referendum, dated on the 15th Novr. 1092 be approved of,

as between the Executive Power and the National Government, by which are ceded to this latter the establishments following: the Faculty of Agronomy ad Veterinary Science, the Astronomical Observatory, and the practical school of Agriculture and live-stock of Santa Catalina.

Art. 2. Let it be communicated, &c.

Given in Congress Hall of the Province of Buenos Aires, in the City of La Plata, on the 23rd Decr. 1903.

ADOLFO SALDIAS.
Diego J. Arana,
Secy. of Senate.

A. M. REYNA.
Santiago J. Mena,
Secy. to Congress.

La Plata, 26th Decr. 1903.

Let it be carried out, communicated, published and inserted in the Official Register.

UGARTE.
Angel Etcheverry.

The above is a true copy:—

Sgd. *Juan Gianti.*
Chief Clerk.

IV

THE FOUNDATION OF THE MUSEUM OF LA PLATA

In the City of Buenos Aires on the 8th day of November 1877, before me, Public Notary

to the Government, and the witnesses who have also signed, appeared don Francisco P. Moreno, of this City, bachelor, residing in the Calle Florida N°. 128, adult, of my acquaintance, and declared: That desirous of being useful to his country, dedicating to it the fruit of his studies of Anthropology and Archeology, and the practical results thereof obtained during his excursions through the deserts of the Republic and the native tribes wandering thereon he has resolved to make a donation thereof in favour of the Province of Buenos Aires, and for the formation of an Anthropological and Archeological Museum and of all his collections, whose authenticity he guarantees, and with that object he had addressed himself to the Executive Power by means of a note dated 8th of June last, which he considers it convenient to entirely transcribe here, in view of its importance as a preliminary scientific description of this donation, and which is as follows:

Buenos Aires, 8th day of June 1877. To H. E. The First Secretary of the Province of Buenos Aires, Dr. Don Vicente G. Quesada; The study of the National History of our country should commence by the knowledge of its inhabitants, with their anatomical, moral and intellectual character, their immigration, cross-breeding, and the geographical distribution and the conditions of their primitive civilisation. Our history, Sir, does not commence by the

European conquest; from the most distant ages of the modern geological period, and probably in the time that the Pampas fed the gigantic mammals, the native man was already there; but the passing of time, and the invasion by higher American races and afterwards by Europeans, have modified and almost finished with our primitive antecessors.

To-day only a few hundred wandering individuals live in the desserts and in the woods of the South, and in the virgin forests of the Chaco, which in a short period of time are condemned to disappear through their absorption by more privileged races. Of other tribes of a more verile nature we only know their existence by means of their bones, remains of their industry, and their memory, preserved in native tradition. To study all the primitive races which have inhabited our soil to follow their traces in the civilisations which have been lost from the time that mankind used blunt stone implements, until the time in which became known written characters, buildings, and when the metal utensils were used which are still hidden by the lofty mountains and the deep valleys of the north of the Republic; to compare all these remains with those of the tribes that actually inhabit lands which up to the present time have not been invaded by European elements and to follow its natural evolution from the infancy of the Argentine savage until the

appearance of the gigantic Patagonians, of the war-like Araucanians, and of the Calchaquies who have built villages, and of the unconquerable tribes of the Chaco; such is, Mr. Secretary, one of the principal points to be studied in the history of the Argentine man. It is not sufficient, however, to collect the remains of man and his industry, it is necessary at the same time to know his language. Tierra del Fuego, Patagonia, and the Southern Pampas, have not been up to the present time the objects of this class of investigation; and although from the Chaco we possess some material, yet the study of its native languages would increase our actual knowledge with valuable details. Once these studies have been carried out we could later on sketch the history of the Argentine man from his first footsteps in civilisation up to the grade of culture that he actually represents amongst the other nations of the world, and perhaps when we know his language, nature, and customs, it will be easier for us to dominate the savages. The experience I have obtained in my travels and by contact with the aboriginal tribes authorises me to affirm what to some may seem a paradox. The knowledge I possess of certain tribes has taught me to treat them in such a way, that very rarely have I had to lament attempts against my person, and when this has taken place it has been with a view to revenging in myself

harm done to them by other christians. I believe, Mr. Secretary, that in this delicated matter anthropology may proportion us important elements of pacification, after certain studies have been carried out. We should then, imitate the most advanced nations commencing this important study. All European countries dedicate special attention to it, and anthropology has made notable progress in the United States, Mexico, Peru, and Brazil, whose investigations of the last few years throw a great light on the human and pre-historic races of the new world. It is now time that this Republic follows this road and that the study of natural history of mankind and of the products of his primitive arts, be commenced by the formation of and Anthropological and Archeological Museum. Argentine land hides treasures of this kind to an enormous extent where least suspected: very often the newspapers announce the discovery of interesting ruins, the only remains of a lost civilisation, which once dug out unfortunately go to enrich foreign collections, without our knowledge of even the description thereof. Peru and Bolivia have given those who dedicate themselves to this class of studies innumerable materials for the study of anti-Columbian America and the Argentine Republic itself has scarcely been studied from this point of view.

To-day that we discover villages and numerous curiosities brought to light by the plough

of the cross breed Calchaqui, there is no doubt that we shall soon have European specialists who will come to study them and will take away from this country their acquisitions and the glory and the right to give to the world the description of these treasures. Unfortunately, we have had to go abroad to search for the scientific knowledge of our own natural wealth, but fortunately for ourselves, a healthy reaction has come about and the decided protection offered by the Government of the Province to the Museum of Buenos Aires has caused its important collections of Paleonthology, formed by its intelligent Director, to be classified in the first category in the scientific world. Now that we know the existence of all the details of South American civilisation in the extensive Argentine territory and in the surrounding countries and that by collecting the remains thereof, we can form a rich collection, as important as any of its kind, I propose to the Secretary the formation of «The Museum of Anthropology and Archeology of Buenos Aires» under the following conditions:

With a view to the formation of this Museum I present to the Province of Buenos Aires all my collections. These, Mr. Secretary, consist of more than 15.000 objects of Anthropology and Archeology (Argentine) or of Natural Science connected with this subject, all collected personally by me during my travels and the au-

thenticity of which I can consequently guarantee. The Patagonian collection alone, consists of more than 300 human skulls, several skeletons, and 5000 objects of cut and polished stone, and I do not hesitate to say that it is the most numerous and complete souvenir that exists of a race that was already extinguished before the time of the conquest. The North part of the Republic is also represented by a great number of pre-historic objects such as funeral urns, cups, metal objects, stone arms, and domestic objects. Up to the present time all this has not yet been described, and its description published by the Museum, would be the commencement of important work for the science of Argentine Anthropology.

When the formation of the Museum has been decided, a catalogue of these collections should be made, and they can be kept in the building that the Government may think most suitable, but they must not be divided into fractions nor be sent to any other building, and cannot be mixed with other collections. The Director of the Museum will be he who signs, and he cannot be destituted without a cause that may be very justified. The Museum will be subject to the regulations that I annex; This establishment will not cause great expense to the Treasury of The Province and I scarcely think that the easy acquisition of these collections can be considered a sacrifice for it. The Go-

vernment will only have to pay the salaries of the three sole employees that for the moment are necessary; the Director, the Secretary of the Museum, and the porter. I consider the second post very necessary because the nature of this work requires the help of a competent person who, in the absence of the Director, for the reasons given in the regulations, will replace him, and as in such cases it is not possible, to trust the custody of valuable collections to a mere employee without any responsibility, and I have thought it my duty to propose him. The employee proposed by me should be a doctor, or a student of the more advanced classes, as his aid is of great importance, in view of the close relations between the study of medicine and that of the diverse races.

The service rendered by antrophology to this important branch of biology, and vice-versa, are too well known to need to be enumerated.

I believe, Mr. Secretary, that the person I shall propose for this post will merit the sanction of the Government because owing to the nature of his studies, and by the confidence I have in him, I think he is most suitable. With exception of a small sum for the expenses of installation, once a building has been chosen for the collections, the Government will have no further expense than (except salaries), as

for those caused by the publication of annals, placing of shelves, and purchase of objects, books, and the payment of extra employees. I have projected the formation of a Society for the protection of the Museum, whose regulations I adjoin, and for which I have already a number of applications for membership.

I think that you will give due attention to this project that I have the honour to put forward, to create an établishment unique in its kind in South America, and which will excite the interest of scientific Europe.

For my part, I intend to dedicate all my efforts to it, and I hope that the Government and the Chambers will support me towards the carrying out of this idea (sgd.) F. P. Moreno. He continued his declaration as follows: that his donation had been accepted according to the decision copied at the foot of his application. «October, 24 th, 1877: let it be handed over to the Government Attorney, so that he shall draw up the corresponding deed of gift, according to the first article of the law of 17th October, and inform the interested party, through the Secretary's Office, so that he shall furnish the list of the collections of the Museum, which shall be added to the deed. (Sgd.) C. Casares. Vicente G. Quesada. Consequently he declares the following: That he makes a gift to the Province of Buenos Aires, for the

formation of an Anthropological Museum, in the aforesaid conditions, of his collections, whose authenticity he is disposed to justify, in any manner that may be fixed, and the following are the details thereof:

Two hundred and fifty two human skulls taken from the old native burying grounds in the Valley of the Rio Negro: these represent the diverse types of the actual and of the extinct tribes of Patagonia. Twenty skulls of natives of Patagonia, Tehuelches and Pampa indians. One skull from Huaspe (Calingasta). Two skulls of old natives of the Valley of Calchaqui, (Granadillas, Province of Catamarca). One skull of an old native of the Province of Santiago del Estero (close to the river Dulce). One skull, incomplete, of native indian, from the same place. One skull of a Toba indian (Gran Chaco). One skull of a peruvian indian. One skull of a Malay. Two skulls, procedence unknown. (These skulls were sent by Professor Brocca, but the details relative to them have been lost). Six skulls of, europeans. One skull of a child, showing the changing of his teeth. Five skulls of human foeti: six plaster models of skulls of indians chiriquies, chumorck, aymaraes, and quichuas, sent by Quatrefages. Three plaster models sent by Profesor van Benden, of Liege, representing the skull and brain cavity of an inhabitant of Neandesthal, and the skull of a man of Engis. Five models of skulls

sent by Professor Pablo Brocca, representing an Esquimaux, two mongolians, an inhabitant of Singapore, one mande, and two dwellers in the Baye caves, of the Stone Age. Three from Onoury: one from Quibern,e three from the dolmen of Robina, a skull from Euges, and a trepanned skull from the cavern or grotto of Baye. Six plaster busts painted representing a black indian (charrua) a half bred (charrua), a chimank indian, a woman, a male cheppwen indian, and two songo indians, male and female, sent by Señor Quatrefages. A moluche indian, in a mummified state, found near the Rio Negro: a mummy dug up in Walicho Point, (Argentine Lake,) a Patagonian, (Terra del Fuego) seven skeletons more or less complete of tehuelche and araucanian indians, the skeleton of a European woman. Two hundred big bones, several pelvis, sacros, homoplatos, and other skeleton bones from the old cementeries of the Rio Negro. A complete collection of thirty seven samples of the age of Stone, from Denmark, representing daggers, knives, axes, hammers, spear points, and arrows, remitted by the Museum of Copenhagen. A collection made up of twenty six instruments used by the quarternian man of Belgium and France, sent by Professor E. van Benden of Liege. A collection composed of more than four hundred objects, such as arrows, bows, lances, axes, articles of domestic use, adorments &c.

belonging to the indians that actually inhabit the Gran Chaco, Pampas, Patagonia, Bolivia and Brazil. A collection of stone arrow heads, bone objects and adorments made of shells and bones of birds by the inhabitants of Terra del Fuego. A collection of objects belonging to the oldest inhabitants of the Province of Buenos Ayres, representing stone arms, and things made of baked clay. Five thousand, more or lees, of cut silex objects, in arrow heads, darts, axes, &c. belonging to the old inhabitants of Patagonia, collected in the Valley of the Rio Negro, Chubut, Puerto Deseado, River of Santa Cruz, Magallanes Strait &c. A collection of three hundret and fifty objtcts collected in the Calchaqui Vallies, and in the Province of Santiago del Estero, representing arms of stone, and of copper, and also copper coverings for disks, stone mortars, cups, vases, and plantes of baked clay, and funeral urns. A collection of more than one thousand fragments of pottery painted, collected on the banks of the river Dulce, Province of Santiago del Estero: four jugs of baked clay, belonging to the ancient peruvians: One hundred and ten objects belonging to the ancient Patagonians, representing several classes of mortars, disks, &c. for grinding roots and fruits, instruments for the preparation of hides, stone balls, hammers, &c. collected in the Valley of Rio Negro, Chubut and Santa Cruz: several samples of pottery of

the old Charrua, Minuanes, and Corondas indians. Fifteen objects of the ancient inhabitants of the Province of Salta. A large piece of painted wood found in a cave on the Argentine Lake, Patagonia. Two «cerom chilensis», hunted on the banks of the River Limay, near Nahuel Huapi. An entire skin of this animal, and a skull with horns, hunted close to the Andes mountains, to the East of the Argentine Lake. One Felis concolm, (puma tiger) embalmed. One Canis pibatus, (Aguará) adult, and one embalmed. One dihchotis patagonico, (hare) embalmed. One «listra», from Patagonia, embalmed. One male Condor eagle embalmed. A skeleton of a Pontopina Blumullis. Ten skulls and part of a skeleton of several whales that inhabit the coast of Patagonia. Sixty skulls of mammals of the Argentine Republic. Twenty skulls of Rhea Damnis. A collection of animals in spirits, of more than five hundred different ones. A collection of foreign molluscs. A collection of actual patagonian molluscs. A collection of crustacians, and zoophytes (patagonian) and foreign ones. Five skulls of otunas, or seals. Two legs of a Dinansis, from New Zealand. One skull, one femur bone, one tibia, one pelvis, one sacro, two tusks, several vertebrae, and bones of the front paws of the Mastodon Humboldtis. One complete skull, part of the skele ton, and of the shell of the Panochtus tuberculatus, A skull

of the Glyptodon Asper, A part of the lower jaw of a young glyptodon. Loose bones of animals such as the Mylodon. Glyptodon, Foxodon, seclidolhennsi, &c. Fossil remains of mamal of the third patagonian epoch. Part of the skeleton and of the shell of the Erestat-us Sequini. Part of the skeleton of an immense tortoise of the fourth epoch. Fossil bones of deer, prairie dogs &c. A collection of foreign fossil mulluscs. A collection of fossil argentine molluscs. A collection of fossil zoophytes. Five boxes of foreign insects. A skeleton of a Cervus lacandus (Reindeer) sent by Mr. E. van Volxen, of Brussels. A collection of Argentine minerals. A collection of pieces for study. A collection of pieces of rock from the interior of the Republic, and from the Patagonian territories». H. E. the Governour of the Province, Don Carlos Casares, having knowledge of the aforesaid, declared: that in the name of the province under his orders, he ratified the acceptation of the objects given for the formation of an «Anthropological and Archeological Museum» in the conditions above stipulated. Consequently, this deed was given, and after reading the same, ratified, and signed, with the witnesses Don Pedro Prayones, and Don Adolfo Mendiburu, neighbours, and adults, of my acquaintance. This deed follows on after the one of the sale of land by H. E. the Governour to the heirs of Don Pastor Frias, on page 523.

Sgd. CARLOS CASARES: F. P. Moreno, witness, *P. Prayones.* Witness, *A. Mendiburu.* A seal. Before me, *Anthony O. Oriarte.* Government Attorney. I certify that this is a true copy of the original: for remittance to the Department of Public Works, I give this copy, in La Plata, on the 28th October, 1904. Sgd. *Jeronimo P. Barros.*

V

Land for The National College in La Plata

Agreement dated 5th January 1905

The Secretary of the Department of Justice and Public Education of the Nation, Dr. Joaquín V. González, and the Secretary of the Department of Finance of the Province of Buenos Aires, Sr. Juan M. Ortiz de Rozas, in representation of the Executive Power of the Nation and of the Province respectively, have made the followiny agreement *ad referendum,* whose clauses are expressed here:

1. The Executive Power of the Province of Buenos Aires will cede as a property to the National Government, with a view to the foundation of a Model National College, a piece of land in the City of La Plata, with a surface of 280 metres frontage on Boulevard N° 1. from Street 50 to Street 47,400 metres deep, reaching

back to Street 117, excluding from that area the part destined to the Railway line, which after leaving the new central station joins the lines that run to the Port and to La Magdalena. In this gift is included the building actually occupied by the general sanitary works.

2. The Province also cedes the use of another piece of ground next to the aforesaid, with the following boundaries; Street 117, Street 50 and the Railway line mentioned in the anterior article. This fraction shall serve for an experimental ground for the practical instruction of the pupils fo the National College, and when no longer applied to that use, shall again become the property of the Province.

3. The street that is actually used for the communication from the City of La Plata to dock N. 1° will be closed, in order that the land lying between it and the future National College can be annexed thus running without interruption to the Iraola Park. The National Gouvernment will undertake to pave Street 50, on all the frontage that corresponds to the ground ceded either as property or for use in the fundation of this college, from Boulevard N°. 1 until the intersection of the Railway line that joins those of the port and of La Magdalena.

4. The building actually occupied by the National College on 51 and 17 streets shall be dedicated to the installation of the offices and

other dependencies of the sanitary works of the Province.

By mutual conformity, we sign two copies of the same, in Buenos Aires, the 5th of January 1905.

(signed) J. V. González.
(signed) Juan M. Ortiz de Rozas.

Buenos Aires 10th of January 1905.

In view of the agreement made between the Secretary of the Department of Justice and Public Education of the Nation, Dr. Joaquin V. González, and the Minister of Finance of the Province of Buenos Aires, Sr. Juan Manuel Ortiz de Rozas, in representation of the Executive Power of the Nation and of that of the Province, respectively, and in view of the convenience of carrying out as quickly as possible law N°. 4340 of the 12th of September 1904, which included amongst the buildings ordered by law N°. 4270 of the 16th of November 1903, the construction of the National College in the City of La Plata,

The President of the Republic

DECREES:

Art. 1. The agreement above referred to is hereby approved in all its details and by which the Executive Power of the Province of Buenos Aires cedes to the Government of

the Nation, for the foundation of a model National College in the City of La Plata, the ground detailed in the annexed document with its corresponding surface and boundaries.

Art. 2. Let account thereof be rendered to Congress of the carrying out of this plan, requesting its sanction; let it be communicated to the interested parties and inserted in the National Registry.

QUINTANA.
J. V. GONZÁLEZ.

VI

NATIONALISATION OF THE INSTITUTES CEDED

Buenos Aires, 31ht December 1904.

In view of the note received from the Government of the Province of Buenos Aires, together with the legalised copy of the law sanctioned by the Legislature with the approbation of the contract ad referendum, under date of the 15th of November 1902, between the Government of the Nation, and the aforesaid Province, by which the latter cedes to the former, as its property and gratuitously, the establishments known as «The Faculty of Agronomy and Veterinary Science», and the «Astronomical Observatory» situated in the City of La

Plata, including their installations, machinery, work shops, etc, and the lands corresponding, and that of «Santa Catalina» in Lomas de Zamora, together with the buildings, lands, and installations which form the «Practical School of Agriculture and Live Stock Industry», in exchange for the amount of the mortgage owing by the same to the Mortgage Bank of the Province, and considering: That the Congress of the Nation has approved the said contract ad referendum on sanctioning in the present budget by article 16, item 74, the spending of the sum of 200.000 dollars for the carrying out of the same; and that time has arrived that the Nation shall carry out the aforesaid contract taking charge of the establishments referred to,

The President of the Republic, together with his Secretaries of State—

DECREES:

Art. 1. The Department of Justice and Public Education will take the necessary steps, after the lost of next January, to enter into possession of the establishments «Astronomical Observatory», «Faculty of Agronomy and Veterinary Science», and the «Practical School of Santa Catalina», ceded by the Government of the Province of Buenos Aires, according to the agreement made between the latter and that of the Nation, dated 15th of November 1902.

Art. 2. As long as the Congress may not have included in the general budget the funds necessary for the maintenance of the same, during the next year let the sum of $ 200.000 legal currency, be destined to this object, according to article 16, item 74, of the present Budget, and the estimates of the aforesaid institutes for the year 1905 will be as follows:

ASTRONOMICAL OBSERVATORY

1. Sub Director, Professor of Astronomy, Mathematics, and head of the Geological studies	m/n $	400.00
2. Secretary and Librarian	»	200.00
3. First Astronomer, Professor of Meteorology, Earthquake studies, Magnetism, and Chief of these services	»	300.00
4. Second Astronomer and Calculator	»	200.00
5. 3 third class Astronomers at $ 180.00 each	»	540.00
6. A Photographer	»	150.00
7. Adjutant	»	100.00
8. Servants	»	120.00
9. General expenses	»	700.00
10. For supernumerary calculators, printing and the care and repair of the instruments	»	1.200.00
	$	3.910.00

FACULTY OF AGRONOMY AND VETERINARY SCIENCE

1. Secretary, Head of the Administration	m/n $	250.00
2. Secretary's Adjutant	»	100.00
3. General Inspector	»	250.00
4. 12 Professors at $ 200.00 each	»	2.400.00
5. Director of Agricultural work	»	150.00

6. 3 Adjutants at $ 120.00 each.....	m/n $	360:00
7. General expenses, payment of overseers, workmen, and other service.....	»	3.000.00
	$	6.510.00

PRACTICAL SCHOOL OF SANTA CATALINA

1. Sub Director, Agronomist, and Veterinary Surgeon.....	m/n $	350.00
2. Three professors at $ 150.00 each.....	»	450.00
3. Director of Cultivation.....	»	180.00
4. Cashier.....	»	120.00
5. Overseers for gardening and dairy work, mechanics, workmen and other service.....	»	880.00
6. Food of pupils and professors, clothes, laundry, medicine materials, utensils tools and general expenses.....	»	3.500.00
	$	5.530.00

Art. 3. Let a special order of payment be made so that the Department of Finance shall order the Treasury to place at the disposition of the Department of Justice and Public Education, the sum of $ 200.000 legal currency, the amount voted by the Congress in the actual budget, article 16 item 74, with a view to carrying out the nationalisation of the institutes mentioned in this decree.

Art. 4. Through the Government of the Province let negotiations be of the Faculty of Agronomy and Veterinary Science and of the School of Santa Catalina.

Art. 3. Let there be named as members of this Council the agronomists, Don Antonio Gil,

Dr. Carlos Spegazzini, and the veterinary Surgeon, Dr. Federico Sivori.

Art. 4. Let it be communicated, &c.

Sgd. QUINTANA.
" J. V. González.

VII

Reform of the school of Santa Catalina.

Buenos Aires, 23 January, 1905.

It being necessary to terminate the transitory organisation to be given to the establishment of Santa Catalina, belonging to the Nation, situated in the district of Lomas de Zamora, for instruction in agriculture and the live-stock industry, as supplementary to the instruction given in the Faculty of Agronomy and Veterinary Science (National) in La Plata, wilst it be not incorporated with the general organisation of scientific studies that the Executive Power proposes to implant in that City, on the base of the existent Institutions, already in part, ceded to the Nation, which by their co-ordination and rules shall form a Uiversity of an experimental type, different from the two national Universities of Buenos Aires and of Cordoba; and considering the necessity of utilising, with evident advantages for the pupils, that attend the classes of the Faculty of Agronomy and

Veterinary Science in Santa Catalina, the elements of study and observation offered by this establishment, and whose value will be even greater when there be more correlation between the practical studies, and the general method adopted in the Faculty; and considering, moreover, that the extension of ground disposable there, permits of all the Institutions of higher and secondary Science, sustained by the Nation in La Plata, and those that may afterwards be formed, being endowed with a sufficient ground for experiments and supplementary installations, that aid the development undertaken so that the mortgage bank of the same, may deduct from the mortgage due by the «Practical School of Agriculture and Live Stock» of «Santa Catalina», the sum corresponding for interest and fines unpaid.

Art. 5. As long as the Executive Power may not have made other regulations these nationalised institutes shall be carried on under their present rules.

Art. 6. Let it be communicated to the interested parties, and a legalised copy of this decree sent to the Government of the Province, in view of clause Nº. 7 of the respective contract ad referendum; let it be published.

Sgd. QUINTANA.—J. V. González.—Rafael Castillo.—C. Rodriguez Larreta.—Juan A. Martin.—A. F. Orma.

Buenos Aires, 8th February, 1905.

Having incorporated with the National Faculty of Agronomy and Veterinary Science, the School of Santa Catalina, according to the decree dated 23rd. January last, and with the object of the better organisation of these studies, giving more amplitude to experimental instruction in agricultural and veterinary science; and considering that whilst the National University that the Executive Power proposes to create in the City of La Plata, be not established, it is convenient to modify the regulations of these establishments, and to project the reforms and amplifications required by the plan of study, which owing to its importance requires the aid of professional men of experience;

The President of the Republic—

DECREES:

Art. 1. As long as be not established the National University of La Plata, the Faculty of Agronomy and Veterinary Science shall have a Council of education, formed by four members, under the presidence of the Doyen (decano).

Art. 2. The Council shall decide all matters relative to the scholastic regimen in an ample manner of all sorts of experimental studies, all which can at the proper moment be decided by the corresponding scholastic authorities.

The President of the Republic—

DECREES:

Art. 1. The establishment of Santa Catalina will be dependent on the National Faculty of Agronomy and Veterinary Science, and form two divisions:—

(a) The practical school of Agriculture and live-stock industry of this district.

(b) An experimental station for practical work and study and demonstration for the professors and pupils of the Faculty, which shall include;—(1) a ground for agricultural experiments; (2) A national breeding farm, taking as a base the present zootechnical park of the Faculty of La Plata.

A department of agricultural technics, including the dairy industry, and the accessory ones of bee culture, silworm breeding, bird breeding, and the preservation of vegetable and animal products.

Art. 2. The National Faculty of Agronomy and Veterinary Science will propose the organisation, plan of study, internal rules, and the work of both divisions.

Art. 3. The direction and administration of the establishment will be under the charge of the persons named therefor by the Executive Power.

Art. 4. The National Faculty of Agronomy and

Veterinary Science is hereby authorised to immediately take charge of the establishment of Santa Catalina, in order to carry out the dispositions of this decree, and to take such steps of an internal nature, as will insure the good progress of this establishment.

Art. 5. Let it be communicated, &c.

Sgd. QUINTANA
» J. V. GONZÁLEZ.

VIII

LAW CREATING A UNIVERSITY FOR HIGHER STUDIES IN LA PLATA (2 JANUARY 1890)

The Senate and the Chamber of Deputies of the Province of Buenos Aires, &c.

Art. 1. Let a University for higher studies be formed in the Capital of the Province which shall have a Rector, a High Council, a Faculty of Law and Science, a Faculty of Medicine, one of Mathematics and Physics, one of Chemistry and Pharmacy, and those that may afterwards be created. Moreover, it shall have a Universitary Assembly, composed of all the permanent professors of the Faculties.

Art. 2. The University of La Plata will dictate its regulations, and will fix a plan of studies, in every detail, according to the condi-

tions established by the national Law of the 3rd July, 1885, for the Universities of Buenos Aires and Cordoba, and the dispositions of article 214 of the Constitution of the Province.

Art. 3. Up to the time that the University shall dispose of its own building, the Executive Power will ordain its provisory installation in any of the existing public buildings, in order that it may be able to commence work from the commencement of the year 1890.

Art. 4. Let a sum not exceeding $ 50.000 legal currency be destined to the cost of installation, furniture, library, and the most indispensable cabinets.

Art. 5. From amongst the lands reserved within the boundaries of this City, let eight lots in the most suitable spot, in the opinion of the Executive Power, be set apart for a building for this purpose, and besides two lots for farms and gardens, and with their product the buildings may be commenced, including private donations, and any other funds that can be obtained with this object.

Art. 6. Let the Executive Power be authorised to negotiate with the National Authorities the corresponding recognition of the universitarian diplomas and certificates given by its different Faculties, as well as all the advantages stipulated for them in article 16, par. 67 of the national Constitution.

Art. 7. The Executive Power shall name the

following professors, establishing and naming their respective Chairs.

a) Faculty of Law and Social Science, 6 professors;
b) Faculty of Medicine, 6 idem;
c) Faculty of Physics and Mathematics, 4 idem;
d) Faculty of Chemistry and Pharmacy, 3 idem; and a Secretary, possessing a universitarian diploma, shall also be named.

Art. 8. These professors shall form the first Universitary Assembly, for the election of the Rector, according to art. 1. Par. 1. of the National Law, dated 3rd. July 1885; and the Higher Council of the Faculties shall be provisionally formed, according to the Statutes of the University of Buenos Aires, until it has presented its own, and they have been approved of by the Executive Power of the Province, all which should be done within six months from its installation.

Art. 9. The cost of carrying out this Law, and the salaries of the professors, as long as they be not included in the general Budget, shall be taken from the general revenue, and imputed to this law.

Art. 10. Let it be communicated. &c.

IX

Decree dated 8th February, 1897, ordering the construction of the University

La Plata, 8th February, 1897.

The creation of a University in this Capital, having been ordered by the Law of 2nd January, 1890, and there having been produced in favour of its foundation repeated manifestations of public opinion, that show the necessity in this Province and City, that exists of this Institution; the Executive Power, in view of the stipulations of Art. 214 of the Constitution, and the aforesaid Law, in general Council of Ministers, has agreed and decreed;

Art. 1. Let the following appointments be made for the formation of the first University Assembly, to carry out art. 8 of the law;

Faculty of Law and Social Science: Dr. Dardo Rocha, Dalmiro Alsina, Jose M. Calderon, Jacob Larrain, Ricardo Marcó del Pont, and Adolfo Lascano.

Medical Faculty: Drs. Silvestre Oliva, Celestino Arce, Jorge Gorostiaga, Angel Arce Peñalva, Ramon S. Diaz, and Gervasio Bass.

Physical and Mathematical Science: Ingineers, Jorge Coquet, Pedro Benoit, Julian Romero, and Luis Monteverde.

Chemistry and Pharmacy: Drs. Pedro A. Pando, Vicente Gallastegui, and Chemist Carlos Berri. Secretary, Dr. Mariano N. Candioti.

Art. 2º. Once the Higher Council and the Faculties have been organised, they shall solicit the funds requisite for forniture &. according to art. 4 of the Law, and shall remit to the Executive Power their estimates and those of the Faculties.

Art. 3º. The Home Office will proportion the building required for its installation and provisional working.

Art. 4º. The Department of Engineers, soliciting from the Land Office the details of the grounds reserved in this City, shall send in a Report as soon as possible, respecting those it may consider as most suitable for the objects indicated in art. 5 of the Law.

Art. 5º. Once the final Statutes have been sanctioned, they shall solicit from the National Authorities, the validity of the diplomas and certificates given out by the different Faculties, as well as the advantages stipulated in art. 16 of Par. 67 of the National Constitution.

Art. 6. Let it be communicated &c.

Signed: G. UDAONDO.—Juan J. Alsina.
Emilio Frers.—Manuel F. Gnecco.

X

Deed drawn up at the Installation of the University of La Plata

Present

—

Dardo Rocha
Dalmiro Alsina
Jose M. Calderon
Jacobo Larrain
Ricardo Marcó del Pont
Adolfo Lascano
Silvestre Oliva
Celestino Arce
Jorge Gorostiaga
Angel Arce Peñalva
Ramon S. Diaz
Gervasio Bass
Jorge Coquet
Pedro Benoit
Julian Romero
Luis Monteverde
Pedro A. Pando
Vicente Gallastegui
Carlos Berri

In the City of La Plata, Capital of the Province of Buenos Aires, on the 14th February, 1897, with the presence of the citizens, whose names figure in the margin, nominated by the Government of the Province, by decree dated 8th of this month, met together in the Hall of the Senate, offered for this object by the Vice-Governour, in order to form the First Assembly of the University of the Province of Buenos Aires, in this Capital (created by the law dated 2nd January 1890), after presentation of their appointments and reading of the above mentioned decree, the assembly commenced, in accordance with the stipulations of art. 214 of the Provincial Constitution and the aforesaid law of its creation, under the Presidence of Dr. Dardo Rocha, who occupied the chair, be also President of the Commission which initiated the movement of popular opinion, referred to in the decree of the Executive Power, and the

designation of the Rector of the University was proceeded with, and by unanimity of votes, Dr. Dardo Rocha was elected as such: he accepted the post, and as such occupied the Chair of the Assembly.

The Rector then moved that it corresponded to vote the name of the Institution they were then founding, and the named he proposed. «The University of La Plata», was sanctioned,

The Rector then informed the meeting of the Great Seal proposed for the use of the University, with this allegory thereon, « the Argentine City of La Plata, holding up the light of Science, under the constellation of the Southern Cross, with the coat of arms of the Province, and the motto: «For Science and Fatherland»: which was then sanctioned.

The Rector then declared that the Faculties had been formed, by the Professors named by the Governement in the decree dated the 8th inst. and invited those present to constitute, and for this purpose the meeting was adjourned. On coming together again, report was made by the diverse Faculties of their authorities: and they were formed as follows, and those that remained incomplete would be afterwards completed.

Professors of the *Faculty of Law and Social Science*:

Dr. Dardo Rocha.
» Dalmiro Alsina.

Dr. Jacob Larrain.
» Ricardo Marcó del Pont.
» Adolfo Lascano.

Doyen, (decano) Dr. Dalmiro Alsina; Vice-Doyen, Dr. J. M. Calderon; Delegates, Drs. Jacob Larrain and Adolfo Lascano.

Professors of the *Faculty of Medicine*:—

Dr. Silvestre Oliva.
» Celestino S. Arce.
» Vicente Gallastegui.
» Angel Arce Peñalva.
» Ramon S. Diaz.
» Gervasio Bass.

Doyen, (decano) Dr. Celestino S. Arce; Vice-Doyen, Dr. Ramon S. Diaz; Delegates, Drs. Silvestre Oliva, & Vicente Gallastegui.

Professors of the *Faculty of Physics and Mathematics*:—

Civil Engineer, Jorge Coquet.
» » Pedro Benoit.
» » Julian Romero.
Surveyor, Luis Monteverde.

Doyen (decano) Julian, Romero, C. E. Vice-Doyen, Pedro Benoit, C. E. Delegates, Jorge Coquet. C. E., and Surveyor Luis Monteverde.

Professors of the *Faculty of Chemistre and Pharmacy*:—

Dr. Pedro A. Pando.
» Jorge B. Gorostiaga.
Chemist: Carlos Berri.

Doyen (decano) Pedro A. Pando, Vice: Carlos

Berri, Delegates, Dr. Jorge B. Gorostiaga & Chemist Carlos Berri.

The Assembly declared the University Council elected, formed by the doyens and delegates of the respective Faculties.

The Assembly then resolved that the solemn inauguration of the University and the public taking possession of the Chairs, should take place on the date fixed by the Rector, inviting specially to the ceremony the Governour of the Province, and the Secretaries of the Executive Power, the members of the Legislature, and the Judicial, Municipal, and scholastic authorities: because considering the creation of an Institution of this nature an act of important progress and an honour for the Government, under which it be carried out, it is suitable to make the ceremony as solemn as possible, and the Rector should take all the steps in order to procure the greatest success from this point of view.

The Assembly as well decided that this meeting should report its acts to the Executive Power, by means of a copy of this Deed, which was also inserted in the Minute Book, and the meeting was closed, by the signing of the Professors present, confirming as such the Secretary named by the Government of the Province Dr. Mariano N. Candioti, and tihis Deed was read through. Follow the signatures:—Dardo Rocha.—*Dalmiro Alsina.—José M. Calde-*

ron.—Jacob Larrain.—Ricardo Marcó del Pont.—Adolfo Lascano.—Silvestre Oliva.—Celestino Arce.—Jorge Gorostiaga.—Angel Arce Peñalva.—Ramon S. Diaz.—Gervasio Bass.—Jorge Coquet.—Pedro Benoit.—Julian Romero.—Luis Monteverde.—Pedro A. Pando.—Vicente Gallastegui.—Carlos Berri.—The Rector.—*M. N. Candioti,* Secretary.

XI

Final Agreement

In the City of Buenos Ayres, Capital of the Argentine Nation, on the 12th day of August 1905, H. E. the Secretary of the Department of Justice and Public Education, Dr. Don Joaquin V. González, in the name and representation of the Executive Power of the Nation, and H. E. the Governour of the Province of Buenos Ayres, Don Marcelino Ugarte, with the object of creating a National University in the City of La Plata, have agreed upon the following bases, which they will respectively submit to the approbation of the National Congress, and of the Provincial Legislature:—

Art. 1º. The Government of the Province of Buenos Ayres cedes to that of the Nation gratuitously and as absolute property, the following, besides those already ceded by the Agreement dated 15th November, 1902, and the law

of 23rd November, 1903, and by the Agreement dated 5th January, 1905, which are hereby ratified:—

a) The building of the Museum of La Plata, with all its installations, collections, and furniture, it being understood that the Province retains the ownership of the printing workshops and utensils for official work, whinch can for the moment remain in the Museum, until another suitable place has been prepared for them, and that the Province will carry out for account of the Notional Government the printing work of the Museum, until the latter may have organised another service in its place.

b) The use of the building of the Mortgage Bank of the Province, with its ground, situated betveen streets and the same property, when it can be disposed of after arranging the debt thereon in mortgage bonds.

c) The present University of La Plata, with all the property of its endowment, viz:—

House, 45th Street, between streets 2 & 3, according to the conditions stipulated by the donor of the same.

Farm situated as N°. 101 on the plan:

» » » » 102 » » »

Ground with numbers 22, 56, 21, & 55 on the plan:

Ground vith numbers 90, 124, 89, & 123 on the plan:

On street 7-61, and the diagonal avenue destined for the building of the University, according to Law of 2nd January, year 1890.

The sum of $ 19.000 in bonds of the Consolidated Internal Debt of the Province of 5 %, & 6 %:

The sum of $ 10.000 in cash.

The sum of $ 10.000 owed by the Government of the Province: balance of the sum of $ 50.000, granted by Law of 2 Jany 1890, for instalation.

d) Land next to the Faculty of Agronomy and Veterinary Science, marked on the official Plan, with letters, A, B, C, D, E, & F, with a superficie of 66 Hs. 87 As. and 72 Cs., and which will serve for the live. stock, and experiments of this College.

e) The Public Library, which will be installed in the building of the University, for use, without losing its actual character, for study in the same building.

Art. 2. The National Government will undertake the creation in the City of La Plata of an Institution of a universitary nature, on the bases of the cessions mentioned in the anterior article, and without affecting the faculties that the National Charter gives to Congress relati-

ve to education: and will maintain the above mentioned establishments in conditions of utility to education and for the progress of public culture.

Art. 3. The Institution to be created will be under the supervision of the Department of Justice and public Education, and will be named «The National University of La Plata», and the Statutes and Regulations that may be formed, will be according to the following clauses, which will be considered as its Charter.

Art. 4. The National University of La Plata, as such, shall be able to acquire property, and administrate those adjudicated to it by this deed, but cannot sell them, nor acquire fresh ones by purchase, without the special consent of the National Executive Power.

Art. 5. The University can fix tariffs and collect dues, pensions, and other emoluments, whose product will be destined to form a fund of its own, which, together with the revenue produced by its property, agricultural products, and those manufactured in its workshops, and other work of its diverse dependencies, will contribute to the sustaining of its Colleges, faculties and schools, that form the University, including the expenses of the offices of the President and Higher Council.

Art. 6. The University shall have the following authorities and dependencies, which shall work under one sole general direction, as follows:—

A President,
A Higher Council,
An Assembly of Professors,
An Academic Council, presided by a Director or Doyen (decano) of each one of these institutes, viz: (a) the Museum, (b) the Astronomical Observatory, (c) the Faculty of legal & Social Science, (d) the Faculty of Agronomical & Veterinary Science.

Art. 7. New Institutes can be formed on the bases of the actual ones, but they shall not be able to work as such, and form Councils and authorities of their own, without the sanction of the Executive Power of the Nation.

Art. 8. The term of office of the President shall be for three years, and he may only be re-elected for three consecutive periods. He must be an Argentine citizen, of more than 30 years of age, and possess a national universitary diploma. For the first period the President of the University will be appointed by the President of the Republic, with the sanction of the Senate.

Art. 9. The President of the University is the representative of the corporation in all its civil, administrative and academical acts; he presides over the general assemblies and the higher council, and has the preference in all the ceremonies of the incorporated faculties or colleges.

Art. 10. The Higher Council will be formed by the President, the Directors and Chiefs of

the Institutes or Faculties, as well as by a professor of the staff of each one, elected by secret vote. Together with the President, it is encharged with the supreme scholastic, disciplinary, and administrative government of the University, and all disputes that take place in the Faculties or Incorporated Institutes, may be taken to it in appeal, and its decision is necesary relative to the creation of new Universitary branches, and the fixing of the tariffs of dues, with the sanction of the Executive Power, and it shall promulgate the general regulations for the scholastic and administrative regimen of the corporation.

Art. 11. The General Assembly of Professors shall be formed by all the permanent, supplementary, or extra-ordinary professors that give or may have permission to give classes in the University, and will meet together after a previous citation from the President, resolution of the Higher Council, or at the request of a fourth part of the same, with the following objects:

(1) Serious matters of discipline, or which may affect the integrity of the corporations;
(2) Matters of special scientific or scholastic interest, lectures, common to all the Institutes or Faculties, and those to be given to the public in order to carry out the University extension scheme;
(3) The election of the President.

Art. 12. Each Faculty or Institute of those mentioned in Art. 6, and any others which may afterwards be created, will be presided over by their respective head, who besides, will also preside over his Academic Council, the meetings of his professors, will watch the classes, and the order of study, will have authority over the students, employees, professors to whom he may make observations privately relative to their methods of instruction.

Art. 13. The Academical Councils are formed by 6 professors elected by the rest of the staff, permanent and supplementary, and together with the chief, are encharged with the scholastic, disciplinary, and administrative government of their respective college; they have the first decision in all disciplinary matters; they project the modifications which they think suitable in the plans of study of their colleges and may sanction or modify the programmes of study prepared by the professors; they give out their diplomas of their respective professions or scientific degrees; under the supervision of the Higher Council, they administer the funds which may be at their disposition, and they fix the conditions for admission of pupils, and together with all the staff, are responsible for the instruction given in their colleges and for every tolerance or complicity which may be discovered in the final examinations of the pupils.

Art. 14. The first professors of the Faculties will be named directly by the Executive Power according to their plan of studies and the budget, and in future by means of a list which each institution shall remit to the Higher Council, and the latter to the Department of Public Education. No person shall be named permanent professor who does not hold a complete Universitary diploma either from this Republic, or from well known institutions abroad, except in cases of special preparation for which will be required the votes of three fourths of the body by whom they may be proposed.

Art. 15. With the sanction of the Academic Bodies, there can be instituted supplementary professorships, and these may give lectures on such subjects as may be treated by the permanent professors, with the idea of commentary or amplification, but no Faculty or Institute shall allow any professor to give these classes, who has not already passed through a year of pedagogical studies in the Section of The Faculty of Legal and Social Science.

Art. 16. The professors of all the scientific colleges of the University, with the permission of their respective Academical body may realise excursions for experiments, investigations, observations, and study of Argentine territory about the results of which the professors or the pupils may give lectures, or may publish

reports, as long as they may do so with the authority of the University.

Art. 17. The Museum shall not apart itself from the object of its original creation, but shall dedicate its respective sections to instruction in the different subjects and moreover, shall comprehend the school of Chemistry and Pharmacy which actually works today in the University of La Plata. All its professors shall form together the Academical Council, common to every college, and it shall work like a higher school for Anthropological, Geographical, and Natural Science, with its dependencies for Drawing and Fine Arts.

Art. 18. The Astronomical Observatory shall be organised in such a manner as to constitute a higher School for Astronomical Science and similar subjects, including Meteorology, Earthquakes and Magnetism, the results of which shall be published from time to time. Place may be found for boarders either from this country or from abroad, who may desire to study the above science and who shall have the right to use the instruments, according to the regulations of the Observatory. All publications they may make will be under the title of the University and the Observatory.

Art. 19. The Actual Faculty of Agronomy and Veterinary Science shall have under its supervision, separately as a practical school, and for the application of its studies, the esta-

blishment of Santa Catalina, which shall be utilised by the other University Colleges, as a ground for experiments, amusements, or hygienic excursions, as long as thereby the instruction given or the cultivations made there be not disturbed.

Art. 20. The Faculty of Law of the present University of La Plata shall be organised in such a way as to respond to the title of «Faculty of Social and Legal Science», and shall be divided into two parts; one division of four years principally destined to professional studies with a view of obtaining the diploma of Lawyer of the Nation and of the Province of Buenos Aires, and another of two years dedicated to the study of the higher Legal and Social Science, for which the diploma of Doctor will be given. The former diploma shall not be obtained without a complete final examination of all the codified subjects, and the second without writing a thesis on any of the subjects of the respective course, and the public discussion on four subjects which may be chosen by the pupil himself, with the sanction of the Academical Body and the doyen (decano). The Faculty shall moreover decide the subjects which shall be studied by those who desire to obtain the diplomas of Solicitor and that of public notary or attorney which shall be valid in all the Republic, and this course of study shall not exceed three years.

Art. 21. As dependencies of the Faculty of Legal and Social Science, shall work two sections, one of Pedagogics and the other of Philosophy and the Latin and Greek languages. The study of these two languages shall be optional and shall only be obligatory when any of the Faculties shall require such study. The students of the different colleges who shall register themselves in the Pedagogic Section, with a view to obtaining the diploma of professor of higher teaching shall have a right to assist at the classes given in the National College and in the Normal School, in order to acquire experience and the Rector and Director of these establishments shall arrange the hour for class so as to make such attendance possible. The National College in all that be not relative to the carrying out of the official plan of studies, shall follow the indications of the University as far as it may be considered a Universitary and preparatory college.

Art. 22. The Higher Council shall project the general Statutes of the University and the annual budget of all its colleges and dependencies, and shall submit them for approbation to the Executive Power, together with the plan of studies proposed by each college or institution. The internal regulations of the latter, shall be prepared by them and submitted by them to the sanction of the higher council.

Art. 23. The regular studies to be made in

order to obtain professional or scientific diplomas, shall not last in any Faculty or Institute for more than 6 years; and those with the object of professions or practical trades, shall not exceed four years.

Art. 24. Every doyen (decano) or Director shall yearly submit to the President and Higher Council a report on the condition of his respective college, and relative to the scholastic reforms of most importance, that it would be suitable to introduce. The President of the University shall remit to the Department of Public Education, a general report relative to the administration, studies and progress, or the improvements necessary.

Art. 25. The professional diplomas given by the University of La Plata up to the date of the sanction of this agreement, shall have the same validity as those given by the National Universities.

Art. 26. The clauses of this agreement shall be converted into a public document after sanction by the National Congress and by the Legislature of the Province.

(Signed) J. V. González.—M. Ugarte.

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